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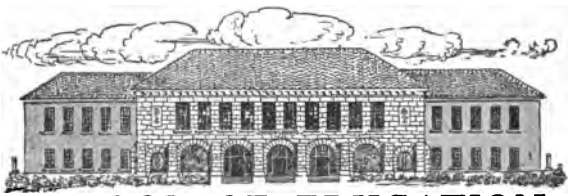
# THE MODERN SPELLER

## BOOK TWO

VAN WAGENEN



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# THE MODERN SPELLER

## BOOK TWO

BY

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NEW YORK CITY

AUTHOR OF "DICTATION DAY BY DAY"

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# PREFACE

THE MODERN SPELLER emphasizes the following points:

**Teaching Spelling by the Dictation Method.** It is a well-known fact that children write a word correctly in a list, and write the same word incorrectly in a sentence. This difficulty exists because the sentence form is strange. When a pupil learns *this*, *see*, *ball*, as a list, the spelling of these three words constitutes the sum of the information gained in that lesson; but if he writes, *See this ball*, he has taken the first step in composition. It is because of this great gain that, in all modern schools, teachers are beginning to recognize the advantages of teaching spelling by the dictation method.

**Grading.** The exercises are carefully graded so that the vocabulary, the context, and the punctuation marks are suited to the needs and abilities of the pupils. In addition, each new lesson contains but a few new words, which are placed directly below the lessons. Every other word in the lesson is a review word.

**Reviews.** The dictation method, requiring the constant repetition of small, troublesome words, linked with the close grading mentioned above, constitutes a natural review. In addition, reviews are inserted in the earlier years at the close of every fourth lesson.

**Meaning and Use of Words Taught from Text.** As the average person obtains his knowledge of the meaning and use of words from reading, children should be urged and encouraged to learn the meaning of words, as far as possible, by reference to the context.

**Interesting Content.** The subjects interest the pupil, and pave the way for superior composition work. Some literary exercises are introduced, but they have not been permitted to overshadow the fact that the Modern Speller is designed primarily to teach spelling.

These lessons were used in manuscript form for several terms. The teachers put the exercises on the blackboard, and the children copied them for home study. It was found, however, that this method wasted time. A far weightier objection was the fact that in classes, even of

careful teachers, many children made mistakes in copying. They therefore studied them incorrectly; so that the teacher, besides dealing with legitimate difficulties, bore the added burden of eradicating errors that were firmly fixed in the pupil's mind. To overcome these two difficulties, a book was prepared so that every child might have a printed page from which to study.

Thanks are due the following authors and publishers for permission to use copyrighted material: To Harper Brothers for the selections from Margaret Sangster's "Little Knights and Ladies" and for the selections from Charles H. Ham's "Manual Training"; to D. Appleton & Co. for the selections from William C. Bryant; to the Presbyterian Board of Publication of Sabbath School Work for the selection from Henry van Dyke's "Open Door."

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The author wishes to acknowledge the material aid given by Anna Mulligan, Assistant to Principal in Public School 53, in the preparation of the work for the Seventh Year.

## SUGGESTIONS TO TEACHERS

The lessons that form a connected narrative may be used as a basis for composition lessons. If properly presented, they stimulate the children to read the entire book on which the exercises are based.

In the grades where the review lists occur, the week's work consists of four dictation lessons and the review list immediately following. This can be accomplished by giving three or four review words with each day's dictation, leaving Friday for review.

The new words in each lesson have been placed below the dictation exercise. Every other word is a review word; consequently the review is constant, even when there are no formal lists.

Whenever unusual proper names, as Dauphin, Proserpina, etc., have not been placed below the dictation, it is wise to put them on the blackboard and permit them to remain there during the writing of the lesson.

Funk & Wagnalls' Standard Dictionary is the authority used in this book for spelling and syllabication.

# FIFTH YEAR — FIRST HALF

## DAILY LESSONS

**1.** Live for something. Write your name in kindness, love, and mercy on the hearts of thousands you come in contact with year by year, and you will never be forgotten.

— CHALMERS.

| | | |
|---|---|---|
| some'thing | mer'cy | con'tact |
| kind'ness | mer'cies | for got'ten |

**2.** In City Hall Park, New York, there is a statue of the young patriot, Nathan Hale. Have you ever heard why this monument was erected to his memory?

| | | |
|---|---|---|
| stat'ue | mon'u ment | mem'o ry |
| pa'tri ot | e rect'ed | mem'o ries |

**3.** During the Revolution Washington wished to obtain some information about General Howe's plans. As Captain Hale was famous for his bravery, he was chosen to go to the enemy's camp.

| | | |
|---|---|---|
| Rev o lu'tion | Wash'ing ton | ob tain' |
| in for ma'tion | | cho'sen |

**4.** It required great courage to venture inside the enemy's lines, but Hale did not hesitate. He probably thought he would return in safety.

re quired' cour'age in side' hes'i tate prob'a bly

REVIEW

| | | | | |
|---|---|---|---|---|
| accounts | excellent | injured | instantly | copies |
| conduct | accustomed | excited | failure | invalid |
| informed | constantly | continent | anxious | famous |

**5.** Captain Hale was unable to accomplish his purpose, for he was arrested by the English, tried, and sentenced to be hanged. He met his death with the same courage that had marked his life.

un a′ble ac com′plish pur′pose ar rest′ed hanged

**6.** Though he was not permitted to write to his mother, he uttered no word of complaint. When the moment for his sacrifice arrived, he said, "I regret that I have but one life to lose for my country."

per mit′ ut′tered sac′ri fice lose
per mit′ted com plaint′ re gret′

**7.** Greatly begin! though thou have time
But for a line, be that sublime.
Not failure, but low aim, is crime.

— JAMES RUSSELL LOWELL.

great′ly thou sub lime′ crime

**Language work.** Write in a column all the adjectives on this page. Opposite each adjective in a second column show how many of them may be changed to adverbs.

**8.** Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death! —PATRICK HENRY.

| | | | |
|---|---|---|---|
| peace | sla'ver y | lib'er ty | course |
| pur'chased | al might'y | lib'er ties | |

REVIEW

| | | | | |
|---|---|---|---|---|
| arrived | janitor | favorite | cream | beast |
| country | asparagus | knocked | Florence | creature |
| familiar | cranberry | attention | labors | language |

**9.** Our country, which is called the United States of America, was originally a dense forest where cities and railroads were entirely unknown. Can you picture the deep woods and silent rivers of those early days?

U ni'ted States o rig'i nal ly dense rail'roads un known'

**10.** When Columbus reached America, he found it inhabited by a copper-colored race whom he called Indians. Many of these singular people gathered round the white men and gazed at them in astonishment.

| | | |
|---|---|---|
| in hab'it ed | cop'per | a ston'ish ment |
| sin'gu lar | gazed | |

**Language work.** Make a list of the nouns found in the lessons on this page. Classify these nouns as common and proper.

**11.** These red men lived in huts or wigwams made of birch bark. From this bark they also made their canoes, which were light in weight and most beautiful in appearance.

| | | |
|---|---|---|
| wig'wams | ca noe' | weight |
| birch | ca noes' | ap pear'ance |

**12.** They lived by hunting and fishing. They were not very industrious, though they raised some corn and tobacco. In many ways they were like children. They often traded valuable furs for a handful of brilliant beads.

in dus'tri ous  to bac'co  tra'ded  val'u a ble  bril'liant

### Review

| | | | | |
|---|---|---|---|---|
| beneath | length | fraction | daughter | board |
| currant | birth | liberty | frail | death |
| fortune | curtain | blossom | library | listened |

**13.** The Indians at their worst were cruel and unforgiving, but they had great pride, and therefore never showed by their expression that they felt pain, anger, or sorrow. What do you think of this side of their character?

| | | |
|---|---|---|
| worst | ex pres'sion | sor'row |
| there'fore | an'ger | char'ac ter |

**Language work.** Learn the comparison of the following adjectives:

| | | |
|---|---|---|
| great | greater | greatest |
| bad, or ill | worse | worst |

**14.** Some day I hope you will have the opportunity of reading Helen Hunt Jackson's charming story of Indian life, called "Ramona." In addition to this piece of prose we have a poem, "The Song of Hiawatha," which we especially love.

| | | |
|---|---|---|
| op por tu'ni ty | charm'ing | prose |
| op por tu'ni ties | ad di'tion | es pe'cial ly |

**15.** Forth into the forest straightway
All alone walked Hiawatha
Proudly, with his bow and arrows;
And the birds sang round him, o'er him,
"Do not shoot us, Hiawatha."

—H. W. LONGFELLOW.

| | | |
|---|---|---|
| straight'way | Hi a wa'tha | proud'ly |

**16.** Saw the rainbow in the heaven,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us."

—H. W. LONGFELLOW.

| | | |
|---|---|---|
| rain'bow | prai'rie | lil'y |
| an'swered | per'ish | lil'ies |

REVIEW

| | | | | |
|---|---|---|---|---|
| boroughs | meadows | medicine | furniture | directed |
| delicate | breath | brought | merrily | general |
| freight | frozen | difficult | builders | minute |

**17.** Ceres was the goddess of grains and flowers. One pleasant morning her daughter Proserpina said, "Mother, I beseech you let me walk across the fields. I believe I can find a crocus or a hyacinth or perhaps some lilacs."

be seech′ a cross′ cro′cus hy′a cinth li′lacs

**18.** "You may go," said Ceres, "but it is dangerous to venture far from home, as you may meet with some accident." Proserpina hastened out into the sunlight and began to amuse herself by picking flowers.

dan′ger ous ac′ci dent ha′stened a muse′ her self′

**19.** Proserpina did not mean to be bad or disobedient, but she went farther and farther from home. She smelled the fragrance of the flowers and for several hours entirely forgot her mother's advice.

dis o be′di ent far′ther smelled fra′grance ad vice′

**Distinguishing phonetic sounds.** Copy all the words on this page that contain the letter *c* and mark *ç* all those that have the sound of *s*. Wherever the *c* has the sound of *k*, underline the letter.

**20.** Finally with a rumbling noise, Pluto emerged from the earth in a chariot drawn by four coal-black horses. He seized the young girl's trembling form and bore her to the lower world.

| | | | |
|---|---|---|---|
| rum'ble | e merged' | drawn | trem'ble |
| rum'bling | char'i ot | | trem'bling |

REVIEW

| | | | | |
|---|---|---|---|---|
| busily | misery | geography | dropping | cattle |
| discern | capital | monkey | glancing | dying |
| gentleman | discovered | carriage | moving | necessary |

**21.** When Ceres heard this she was very angry, and declared that Pluto must return her child immediately, otherwise not a stalk of grain should ever grow upon the surface of the earth.

de clared' im me'di ate ly oth'er wise stalk sur'face

**22.** At last a messenger went to Jupiter and begged him to persuade Pluto to release Proserpina, before the earth entirely dried up. Jupiter said, "If she has eaten nothing in the lower world, she may return to her mother."

| | | |
|---|---|---|
| mes'sen ger | beg | re lease' |
| per suade' | begged | eat'en |

**Language work.** Rewrite the last sentence in **22**, expressing the thought correctly without the use of quotation marks.

**23.** Proserpina had eaten six seeds while in Pluto's dismal home. This was done through ignorance, and consequently Jupiter determined not to be too harsh. He said she need remain with Pluto but six months in each year.

dis'mal ig'no rance con'se quent ly de ter'mined
harsh

**24.** Ceres always celebrates her daughter's return from the lower world by changing the entire aspect of the earth. When Ceres begins to beautify the land, we may be sure she is getting ready to greet her daughter.

| | | | |
|---|---|---|---|
| cel'e brates | change | beau'ti fy | get |
| as'pect | chan'ging | greet | get'ting |

REVIEW

| | | | | |
|---|---|---|---|---|
| cause | noble | happiness | eastern | chocolate |
| eagerly | cheerful | nobody | harvest | headache |
| handsome | earliest | chiefly | nurse | oar |

**25.** So here hath been dawning another blue day!
Think! Wilt thou let it slip useless away?
Out of eternity this new day was born,
Into eternity at night will return.

— THOMAS CARLYLE.

hath wilt slip use'less e ter'ni ty

**Language work.** Compare useless.

**26.** Lost yesterday, somewhere between sunrise and sunset, two golden hours each set with sixty diamond minutes. No reward is offered, because they are gone forever.

— HORACE MANN.

some'where sun'rise sun'set re ward' of'fered

**27.** Oliver brought a note asking his teacher to excuse him for being tardy. On his way to the bakery for a loaf of bread, he lost his nickel and was obliged to return home for another.

Ol'i ver ex cuse' tar'dy ba'ker y nick'el

**28.** One by one thy duties wait thee,
Let thy whole strength go to each.
Let no future dreams elate thee,
Learn thou first what these can teach.

— A. A. PROCTER.

| | | | | |
|---|---|---|---|---|
| thy | du'ty<br>du'ties | wait | whole<br>e late' | strength |

## REVIEW

| | | | | |
|---|---|---|---|---|
| cloak | obedient | hospital | enjoy | established |
| Elizabeth | comfort | obey | importance | industry |
| history | English | company | officers | ordered |

**Use of dictionary.** Make a list of the review words in alphabetic order. Consult the dictionary to define and pronounce each word.

**29.** Thomas Jefferson was the third president of the United States. He was born in Virginia, and like all southern gentlemen, addressed every one in a most polite and agreeable manner.

pres'i dent Vir gin'i a south'ern ad dressed' a gree'a ble

**30.** One day as Jefferson was walking through his estate with his grandson, he observed that one of his slaves raised his cap and bowed politely as they passed. The master returned the salute.

grand'son ob served' slaves mas'ter sa lute'

**31.** The grandson scarcely seemed to have an idea that the servant was there. Noticing his careless conduct, Jefferson said, "Thomas, do you permit a slave to be more of a gentleman than you are?"

| | | |
|---|---|---|
| scarce'ly | serv'ant | no'tice |
| i de'a | care'less | no'tic ing |

**32.** Last Wednesday I went to the grocer's for some sweet biscuit, four bunches of radishes, a box of raspberries, and three ounces of ginger. As these things cost eighty-five cents, what change did I receive from two dollars?

| | | |
|---|---|---|
| bis'cuit | rasp'ber ry | oun'ces |
| rad'ish es | rasp'ber ries | gin'ger |

REVIEW

| | | | | |
|---|---|---|---|---|
| patient | appeared | thousand | scarlet | piazza |
| reported | peninsula | approached | toilet | scratched |
| teasing | sailors | arithmetic | piano | beautiful |

**33.** O blackbird! sing me something well.
While all the neighbors shoot thee round,
I keep smooth plats of fruitful ground,
Where thou may'st warble, eat, and dwell.

— ALFRED TENNYSON.

black'bird smooth plats fruit'ful war'ble

**34.** Oh, the doll's house! It was a stone-fronted mansion with real glass windows and a real balcony. There were three distinct rooms in it; a sitting-room and a bedroom elegantly furnished and a little kitchen.

— CHARLES DICKENS.

| | | |
|---|---|---|
| man'sion | bal'co ny | el'e gant ly |
| dis tinct' | bal'co nies | fur'nished |

**35.** Whenever I buy bacon, beef, mutton, or veal I go to the store of J. B. Frank & Co. whose meat is both cheap and good. As they treat their customers well, I am sure they do an excellent business.

ba'con mut'ton veal cheap cus'tom ers

**36.** When Mr. Bird goes to the city, he will find that conductors give transfers only at the time passengers pay their fare. I believe this rule was made because many dishonest people tried to cheat the company.

con duct'ors trans'fers pas'sen gers dis hon'est cheat

REVIEW

| | | | | |
|---|---|---|---|---|
| pilgrim | beginning | trolley | sentence | polished |
| screams | pleasure | believe | turnip | separate |
| treat | selected | poem | boughs | branches |

**37.** One morning about eleven o'clock, Edith decided to make a cake as soon as the oven was hot. "This large bowl," said her aunt, "is the one to use when you put the flour through the sieve."

E'dith de cid'ed ov'en bowl sieve

**38.** A wind came up out of the sea,
And said, "O mists, make room for me."
It said unto the forest, "Shout!
Hang all your leafy banners out!"
It touched the wood-bird's folded wing,
And said, "O bird, awake and sing."

— HENRY W. LONGFELLOW.

mists shout leaf'y ban'ners a wake'

**39.** Does your sister ever order groceries by postal? Thursday I sent for a pound of cheese, a box of sardines, and two quarts of molasses. To-day the grocer said that he had not received my message.

| | | | |
|---|---|---|---|
| gro'cer y | post'al | sar dines' | mo las'ses |
| gro'cer ies | cheese | mes'sage | |

**40.** I once heard a blind man say, "What do you think I'd give to know what my mother's face looks like?" When impatient or inclined to grumble, compare your lot with his and try to imagine how he felt.

im pa'tient in clined' grum'ble com pare' im ag'ine

REVIEW

| | | | | |
|---|---|---|---|---|
| position | business | unseen | shepherd | prepared |
| serves | possess | captain | vacation | shopping |
| unit | shadow | possible | careful | celery |

**41.** Before you leave the grammar school, I hope you will read "The Life of Laura Bridgman." When two years old, scarlet fever deprived her of both sight and hearing. This book will explain to you how she was instructed.

Lau'ra fe'ver de prived' ex plain' in struct'ed

**42.** It may astonish you to know that she received her education entirely through the sense of touch. On several articles, such as forks, knives, and spoons, were placed the names of the objects in raised letters.

| | | | |
|---|---|---|---|
| a ston'ish | ed u ca'tion | ar'ti cles | knife |
| ob'ject | | sense | knives |

**43.** Laura examined these labels until she recognized the difference between them. Then she was given similar labels on separate pieces of paper, and she placed the word "fork" on the fork, and the word "spoon" on the spoon.

| | | | |
|---|---|---|---|
| ex am'ined | la'bels | rec'og nized | dif'fer ence |
| | | sim'i lar | |

**44.** These exercises were repeated, until she finally perceived that by means of these signs she could communicate her thoughts to others. She then became so interested that she studied constantly.

| | | |
|---|---|---|
| ex'er ci ses | com mu'ni cate | per ceived' |
| re peat'ed | | in'ter est ed |

## Review

| | | | | |
|---|---|---|---|---|
| pretend | certainly | violent | spinach | public |
| silence | promptly | circles | visitor | spoken |
| vessel | simple | proverb | colors | complete |

**45.** Her brain soon became very active, and she was taught grammar, and arithmetic through fractions. She gained a knowledge of geography from a raised map. She was fond of sewing and knitting and never spent an idle moment.

| | | |
|---|---|---|
| brain | knowl'edge | knit |
| act'ive | i'dle | knit'ting |

**46.** Her judgment of distances was very accurate. She had the ability to walk straight toward a door, put out her hand at the proper time, and grasp the handle.

judg'ment ac'cu rate a bil'i ty prop'er grasp

**47.** Laura Bridgman received her education at Perkins Institute in Boston. Her peculiar case aroused an immense amount of interest, because she was the first deaf, dumb, and blind person to be taught the use of language.

in'sti tute pe cul'iar a roused' im mense' dumb

**48.** My crown is in my heart, not on my head,
Not decked with diamonds and Indian stones,
Nor to be seen. My crown is called content:
A crown it is that seldom kings enjoy.

— SHAKESPEARE.

crown decked stones sel'dom

REVIEW

| | | | | |
|---|---|---|---|---|
| pumpkin | consider | wealth | steamers | reason |
| spread | putting | curve | weather | welcome |
| warmth | square | questions | daily | deliver |

**49.** A good deed is never lost. He who sows courtesy reaps friendship; and he who plants kindness gathers love.

— BASIL.

sows reaps friend'ship

It is as easy to draw back a stone thrown from the hand as to recall a word once spoken.

— MENANDER.

thrown re call'

**50.** "Come," cried the mouse, "let's play hide-and-seek!" Then all the funny little mice began to run through the cellar, till suddenly their play was interrupted by what seemed to be a horrible giant.

fun'ny cel'lar in ter rupt'ed hor'ri ble gi'ant

**51.** Aunt Helen and her two nieces were obliged to wait an hour for a train at a small mountain village. "Oh, Elsie," cried Emma at last, "see that smoke! It surely must be the engine that has just come through the tunnel!"

nie'ces El'sic smoke en'gine tun'nel

**52.** As Virginia entered the dining-room she saw a butterfly on the ceiling. "Would you really believe," said she, "that this beautiful shining creature was ever a horrid caterpillar?"

| | | | |
|---|---|---|---|
| di'ning-room | hor'rid | cat'er pil lar | shine |
| ceil'ing | re'al ly | | shi'ning |

REVIEW

| | | | | |
|---|---|---|---|---|
| received | describe | wholly | subject | regular |
| stretches | recite | destroyed | wreck | yourself |
| western | style | refreshed | easy | enemy |

**53.**
If solid happiness we prize,
Within our breast this jewel lies,
And they are fools who roam.
The world has nothing to bestow;
From our own selves our joys must flow,
And that dear hut, our home.

— NATHANIEL COTTON.

| | | | | |
|---|---|---|---|---|
| sol'id | prize | breast | roam | selves |

**54.** As soon as my brother graduates from college, mother will take the children to Atlantic City for the bathing. She says that I must remain here until after promotion, as I cannot afford to lose so much time from school.

| | | | | |
|---|---|---|---|---|
| grad'u ates | col'lege | ba'thing | pro mo'tion | af ford' |

**55.** There are many forms of amusement at Atlantic City. My brother, who is a fearless swimmer, often goes to the end of the long piers. Margaret and I are fond of watching the surf from the board walk.

| | | |
|---|---|---|
| a muse′ment | swim | piers |
| fear′less | swim′mer | surf |

**56.** Have you ever seen one of those huge old-fashioned bedsteads that used to be found in every household? Mother often describes the one which she remembers, with its four tall posts and snowy muslin curtains.

| | | | | |
|---|---|---|---|---|
| huge | old-fash′ioned | bed′steads | house′hold | mus′lin |

## Review

| | | | | |
|---|---|---|---|---|
| reign | entrance | absent | swept | tailor |
| supplies | rejoice | feather | actions | angels |
| yourselves | suppose | relief | flour | grammar |

**57.** Balboa was a Spanish subject who came to America in search of gold. After a long stormy voyage he landed at the Isthmus of Panama, and with several comrades began to explore the country.

| | | |
|---|---|---|
| Span′ish | voy′age | isth′mus |
| Pan a ma′ | com′rades | ex plore′ |

**58.** Some friendly Indians told them of a wonderful country beyond the mountains. Although wild beasts often threatened to devour them, nevertheless they continued their journey across the isthmus.

won′der ful al though′ threat′ened de vour′
con tin′ued

**59.** When they reached a great height and looked down upon the glistening waters of the Pacific Ocean, Balboa felt that no man had ever made a more glorious discovery than he.

height Pa cif′ic dis cov′er y
glis′ten ing glo′ri ous dis cov′er ies

**60.** In his youth Lincoln was clerk for a small village merchant. He once gave a customer the wrong change, and when he found his mistake, he hastily closed the store and walked miles to correct his error.

clerk ha′sty cor rect′
mer′chant ha′sti ly er′ror

## Review

| | | | | |
|---|---|---|---|---|
| heavens | replied | neither | oyster | mountain |
| known | hurried | search | seize | pictures |
| naughty | lettuce | mischief | kitchen | soldiers |
| hastily | | more hastily | | most hastily |

# FIFTH YEAR—SECOND HALF

**1.** Don't waste your life in doubts and fears. Spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.

—RALPH W. EMERSON.

doubts as sured′ per form′ance prep a ra′tion a′ges

**2.** It is only in some corner of the brain which we leave empty, that Vice can obtain a lodging. When he knocks at your door, be able to say, "No room for your lordship, pass on!"

— BULWER LYTTON.

lodge lodg′ing lord′ship

**3.** Do not keep alabaster boxes of your love and tenderness sealed up until your friends are dead. Bring them out now and open them, that they may be refreshed and cheered by the perfumes of sympathy and affection.

— MARGARET SANGSTER.

| | | |
|---|---|---|
| al′a bas ter | sealed | sym′pa thy |
| ten′der ness | per′fumes | af fec′tion |

**4.** Hope is a pleasant acquaintance, but an unsafe friend. Hope is not the man for your banker, but he may do very well for a traveling companion.

— THOMAS C. HALIBURTON.

| | | |
|---|---|---|
| ac quaint'ance | bank'er | com pan'ion |
| un safe' | trav'el ing | |

REVIEW

| | | | | |
|---|---|---|---|---|
| accident | institution | fashion | courage | course |
| conductor | addition | instructed | fever | forgotten |
| farther | continued | addressing | advice | interrupted |

**5.** I count this thing to be grandly true,
That a noble deed is a step toward God,
Lifting the soul from the common sod
To a purer air and a broader view.

— J. G. HOLLAND.

| | | | | |
|---|---|---|---|---|
| grand'ly | soul | sod | pur'er | broad'er |

**6.** Ships from foreign ports enter the harbor of the City of New York through a channel at Sandy Hook. They are then in the Lower Bay, which has such a large area that an immense fleet could be anchored there.

| | | | | |
|---|---|---|---|---|
| for'eign | chan'nel | a're a | fleet | an'chored |

**Suggestion:** Syllabicate all review words.

7. From the Lower Bay ships pass to the Upper Bay, through a picturesque strait called the Narrows. This magnificent harbor contains Governor's Island, Ellis Island, and Bedloe's Island, which is crowned with a colossal statue.

| | | |
|---|---|---|
| pic tur esque′ | mag nif′i cent | co los′sal |
| strait | gov′ern or | |

8. This lofty figure is called "Liberty Enlightening the World." It was designed by Bartholdi and was given to the United States by the French Republic.

| | | |
|---|---|---|
| loft′y | en light′en ing | re pub′lic |
| fig′ure | de signed′ | |

REVIEW

| | | | | |
|---|---|---|---|---|
| customer | although | judgment | furnished | deprived |
| fragrance | dangerous | amusement | knitting | giant |
| isthmus | friendship | decided | answered | knowledge |

9. This gift was designed to commemorate the one hundredth anniversary of American independence. It was not placed in position however, till 1885, and was not dedicated till 1886. Have you ever read Whittier's poem on this subject?

| | | |
|---|---|---|
| com mem′o rate | an ni ver′sa ry | ded′i ca ted |
| hun′dredth | in de pend′ence | |

**10.** Unlike the shapes on Egypt's sands
Uplifted by the toil-worn slave,
On freedom's soil with freemen's hands
We rear the symbol free hands gave.

un like′ shapes up lift′ed free′men sym′bol

**11.** Rise, stately symbol! holding forth
Thy light and hope to all who sit
In chains and darkness! Belt the earth
With watch-fires from thy torch uplit.

— J. G. WHITTIER.

state′ly dark′ness torch up lit′

**12.** Religion is something which a man cannot invent for himself, nor keep to himself. If it does not show in his conduct, it does not exist in his heart. Good citizens, honest workmen, cheerful comrades, — that is what the product of religion should be.

— HENRY VAN DYKE.

re lig′ion in vent′ ex ist′ cit′i zens prod′uct

## REVIEW

| | | | | |
|---|---|---|---|---|
| appearance | Laura | glorious | graduate | ginger |
| dining-room | article | leafy | difference | greatly |
| discoveries | lilac | bakery | bathe | lose |

**13.** "Marion," said her sister as she beckoned to her, "let's steal out toward the woods and gather some trailing arbutus. I am sure I saw several sprays down near the old fountain."

| | | |
|---|---|---|
| Ma'ri on | steal | sprays |
| beck'oned | ar bu'tus | foun'tain |

**14.** Last Saturday my brother took me to see the game between Harvard and Yale. "Be sure," said mother, "that you do not lose either your gloves or your handkerchief in that great crowd, for I cannot provide you with new ones."

| | | |
|---|---|---|
| Har'vard | gloves | pro vide' |
| Yale | hand'ker chief | |

**15.** During colonial days, the Liberty Bell was brought from England to Philadelphia and was recast, at which time the following words were inscribed upon it: "Proclaim liberty throughout all the land unto all the inhabitants thereof."

| | | |
|---|---|---|
| co lo'ni al | re cast' | pro claim' |
| Phil a del'phi a | in scribed' | |

**Language work.** Write the following words, and beside each one write a word of opposite meaning: gather, near, great, days, liberty, land, disobedient, teach, teacher, employed.

16. This bell first proclaimed the adoption of the Declaration of Independence, July 4, 1776. It was rung annually until the mętal finally cracked. It was then placed in the State House where its echoes are forever silent.

| | | |
|---|---|---|
| a dop'tion | an'nu al ly | cracked |
| dec la ra'tion | met'al | ech'oes |

REVIEW

| | | | | |
|---|---|---|---|---|
| bathing | memory | hastened | dumb | bowl |
| biscuit | bedstead | memories | hastily | eaten |
| groceries | distinct | disobedient | merchant | height |

17. Helen Keller, whose marvelous life resembles that of Laura Bridgman, was born in 1880 in a small southern town. When she was a baby, a serious illness closed forever the two gateways of knowledge, — sight and hearing.

mar'vel ous re sem'bles se'ri ous ill'ness gate'ways

18. Her mother read of the means employed to teach Laura Bridgman, so she applied to Perkins Institute and there procured a teacher. At that time Helen was seven years old and a very sensitive and retiring child.

| | | | |
|---|---|---|---|
| em ployed' | ap ply' | pro cured' | re tire' |
| | ap plied' | sen'si tive | re tir'ing |

**19.** The teacher who was engaged to instruct Helen, commenced the training by giving her a doll. Then the word "doll" was frequently spelled into Helen's hand, until it occurred to the child that this was the name of the object.

en gaged′ com menced′ fre′quent ly oc cur′ oc curred′

**20.** She had great difficulty in learning "mug" and "water." She constantly confused them, though her teacher with the utmost patience, endeavored to explain which was which.

dif′fi cul ty con fused′ ut′most pa′tience en deav′ored

## Review

| | | | | |
|---|---|---|---|---|
| brilliant | molasses | horrible | huge | engine |
| education | caterpillar | ceiling | muslin | hyacinth |
| hesitate | Edith | elegant | celebrate | niece |

**21.** One day as they passed a well, the teacher guided Helen to the spout, and as the stream gushed against the child's hand, she spelled "water" into the other. At once the mystery of language seemed to dawn upon the child.

| | | |
|---|---|---|
| guid′ed | gushed | mys′ter y |
| spout | a gainst′ | mys′ter ies |

**22.** She needed no further urging to learn. Her teacher was often compelled to restrain her eager search for knowledge. During her first sea bath she inquired, "Who put salt into the water?"

| | | | |
|---|---|---|---|
| fur'ther | in quired' | urge | com pel' |
| re strain' | | ur'ging | com pelled' |

**23.** When she was ten years old, she was taught to speak. She was continually practicing sounds of all kinds, and when her earnest efforts met with success she said, "Now I feel as though I were let out of prison."

| | | |
|---|---|---|
| con tin'u al ly | prac'tice | suc cess' |
| ear'nest | prac'tic ing | pris'on |

**24.** When Helen was twenty, she passed her examination for college, using a typewriter to do the work. She now speaks and reads French and German. Does not the story of her success create a feeling of admiration for her sublime courage?

| | | |
|---|---|---|
| ex am i na'tion | Ger'man | ad mi ra'tion |
| type'wri ter | cre ate' | |

REVIEW

| | | | | |
|---|---|---|---|---|
| cellar | noticing | idle | eternity | cheese |
| error | character | object | ignorance | examined |
| idea | especially | cheap | observe | offered |

**25.** Many of the artists whose works are on exhibition in our museums, acquired their reputations in the countries of Europe. Most of them believe, therefore, that one must study art in the Old World.

art'ists ex hi bi'tion mu se'ums ac quired' rep u ta'tion

**26.** The purest treasure mortal times afford
Is spotless reputation; that away
Men are but gilded loam or painted clay.
Mine honor is my life; both grow in one.
Take honor from me and my life is done.

— SHAKESPEARE.

mor'tal spot'less gild'ed loam hon'or

**27.** A Persian philosopher, being asked by what method he had acquired so much knowledge, answered, "By not being prevented by shame from asking questions where I was ignorant."

phi los'o pher pre vent'ed ig'no rant
meth'od shame

**28.** Have you ever seen a funeral in any foreign country? As the carriages move onward to the place of burial, men on the streets and even in the cars remove their hats and pause for a moment until the procession passes.

fu'ner al on'ward bŭr'i al re move' pro ces'sion

REVIEW

| | | | | |
|---|---|---|---|---|
| chosen | opportunity | impatient | explain | comrade |
| exercise | industrious | ounces | cities | expression |
| immense | excuse | college | yard | quart |

**29.** A sacred burden is this life ye bear;
Look on it, lift it, bear it solemnly;
Stand up and walk beneath it steadfastly.
Fail not for sorrow, falter not for sin,
But onward, upward, till the goal ye win.

— FRANCES A. KEMBLE.

sa'cred sol'emn ly stead'fast ly fal'ter goal

**30.** Mother goes to the dry goods stores every Friday, because that is bargain day. I shall leave here at two o'clock to-day, and go with her to choose a flannel waist and a waterproof to wear to school.

bar'gain choose flan'nel waist wa'ter proof

**31.** Last week we bought several small articles, such as scissors and buttons, which we took home. Finally we bought nineteen yards of calico. "If I send this parcel," said the salesman "you may not receive it until Monday."

| | | |
|---|---|---|
| scis'sors | cal'i co | sales'man |
| but'tons | par'cel | sales'men |

**32.** From the earliest times, men have wondered whether it would ever be possible to imitate the flight of birds. Varieties of balloons have been made, but each one is kept up by means of a bag filled with gases.

| | | |
|---|---|---|
| won′dered | va ri′et y | gas′es |
| im′i tate | va ri′et ies | bal loons′ |

REVIEW

| | | | | |
|---|---|---|---|---|
| pint | company | tremble | tunnel | repeated |
| raspberry | bushel | cranberry | gallon | valuable |
| transfer | really | recognized | inches | currant |

**33.** Every airship also has a gas bag to hold it up, but the aëroplane is driven by a benzine motor. It is as easily controlled in the air as an automobile is on the earth.

| | | |
|---|---|---|
| a′er o plane | mo′tor | con trol′ |
| ben zine′ | au to mo bile′ | con trolled′ |

**34.** For ten years the Wright brothers have been working at these curious machines, and while they have met with several dreadful accidents, they do not despair. Do you believe that some day aëroplanes will be as common as automobiles?

| | | | |
|---|---|---|---|
| Wright | cu′ri ous | ma chines′ | dread′ful |
| | | de spair′ | |

**35.** Some of your hurts you have cured,
And the sharpest you still have survived,
But what torments of grief you endured
From evils which never arrived.

— EMERSON.

sur vived′ tor′ments grief en dured′ e′vils

**36.** For many years our national government has been controlled either by the Republican or by the Democratic party. There are several other political parties in the United States. Can you mention some of them?

| | | |
|---|---|---|
| na′tion al | Re pub′lic an | po lit′ic al |
| gov′ern ment | Dem o crat′ic | men′tion |

REVIEW

| | | | | |
|---|---|---|---|---|
| peck | daughter | Virginia | reward | week |
| required | minute | death | voyage | sacrifice |
| veal | Revolution | hour | delicate | difficult |

**37.** The teacher wrote a declarative sentence on the blackboard, and then called Alice to the front of the room. "Underline the adjective," said she, "and use the colored chalk to do it."

de clar′a tive black′board front ad′jec tive
chalk

**Language work.** Give the reason for the use of each capital on this page.

**38.** There are so many different ways of forming the plurals of nouns, that I sometimes confuse them. During the next grammar lesson, I intend to make an attempt to understand the explanation of the rules.

plu'rals nouns in tend' at tempt' ex pla na'tion

**39.** The inventor, Thomas A. Edison, was born in Ohio; while at school he showed no signs of the genius for which he is remarkable. Before he was nine years old however, he read, with his mother's assistance, many books on electricity.

in vent'or re mark'a ble e lec tric'i ty
ge'ni us as sist'ance

**40.** When he was eleven, he began to earn his living by selling newspapers on a railway train. His business grew so rapidly that he soon employed a helper. Then he spent his time making experiments in the baggage car.

live news'pa pers rap'id ly bag'gage
liv'ing rail'way ex per'i ments

**Language work.** Write a composition on the life of Thomas A. Edison, but instead of using the condensed material on these pages, consult "Thomas A. Edison," by Francis Rolt-Wheeler, in the True Stories of Great Americans Series, or some other life of the inventor.

REVIEW

| | | | | |
|---|---|---|---|---|
| month | directed | wonderful | affected | shining |
| sardine | dollar | quarter | dropping | anxious |
| weight | scarcely | servant | dozen | English |

**41.** He always took a great interest in the work of the telegraph operators at the various stations, and longed for a favorable opportunity to learn the business.

| | | |
|---|---|---|
| tel′e graph | va′ri ous | fa′vor a ble |
| op′er a tors | sta′tions | |

**42.** One day while waiting for a train, Edison looked in the direction of the track, and saw the operator's child playing in the path of an approaching locomotive. Luckily he rescued her, and in return the operator taught him telegraphy.

| | | |
|---|---|---|
| di rec′tion | luck′y | res′cued |
| lo co mo′tive | luck′i ly | tel eg′ra phy |

**43.** In less than the ordinary length of time, he became an expert operator. He went to New York, and with scarcely a penny in his pocket walked the streets, until he was attracted by a crowd of workmen in a broker's office.

| | | |
|---|---|---|
| or′di na ry | pen′ny | at tract′ed |
| ex′pert | pen′nies | bro′ker |

**44.** One of the instruments used for sending stock quotations had broken down, and the men had spent hours trying to locate the trouble. In a flash Edison saw what was the matter, and to everybody's amazement corrected it at once.

| | | |
|---|---|---|
| in′stru ments | lo′cate | mat′ter |
| quo ta′tions | flash | a maze′ment |

**45.** One of the members of the firm thereupon offered Edison a salary of three hundred dollars a month. He then began to prosper, as he had sufficient money to perfect those wonderful schemes, which were forever passing through his mind.

mem′bers sal′a ry pros′per suf fi′cient schemes

**46.** Edison perfected the Bell telephone and the electric light. He also invented the phonograph and many instruments used in telegraphy. "Every invention with which my name is connected," said Edison to a friend, "has been the result of months of patient toil."

| | | |
|---|---|---|
| tel′e phone | pho′no graph | re sult′ |
| e lec′tric | in ven′tion | |

**Practice in alphabetical arrangement.** Write all the words on this page in strictly alphabetical order, as they would appear in a dictionary.

**47.** The great gulf between the savage and the civilized man is spanned by the seven hand-tools, — the ax, the saw, the plane, the hammer, the square, the chisel, and the file.

— CHARLES H. HAM.

gulf civ'i lized spanned plane chis'el

**48.** "Man," Carlyle says, "is a tool-using animal. He can use tools, can devise tools; with these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste."

use gran'ite paste
u'sing de vise' kneads

REVIEW

| | | | | |
|---|---|---|---|---|
| perceived | permitted | favorite | boroughs | Spanish |
| beneath | somewhere | persuade | freight | builders |
| fraction | Blanche | southern | postal | furniture |

**49.** We ought, therefore, respect the mason, the carpenter, the miner, the farmer, — all those who toil with their hands. Charles H. Ham says, "Since man owes so much to labor, should he not educate the laborer and shower honors upon him?"

re spect' car'pen ter Charles owes la'bor er

**50.** To use the hands in making quicklime into mortar, is better than to cross them on the breast in attendance on a prince.

— SADI.

quick'lime mor'tar at tend'ance

**51.** A servant with this clause,
Makes drudgery divine:
Who sweeps a room as for Thy laws,
Makes that and the action fine.

— GEORGE HERBERT.

clause drudg'er y di vine'

**52.** A lady while entertaining Turner, one of the most celebrated English painters, implored him to tell her what his secret was. "I have no secret, Madam," he replied, "but hard work."

en ter tain'ing paint'ers se'cret
cel'e bra ted im plored' mad'am

## REVIEW

| | | | | |
|---|---|---|---|---|
| prairie | general | capital | carriage | swimmer |
| statue | president | probably | headache | cheerful |
| busily | strength | surface | promotion | histories |

celebrated more celebrated most celebrated

**53.** It is not work that kills men; it is worry. Work is natural. You can hardly put more upon a man than he can bear. Worry is rust upon the blade. It is not the revolution that destroys the machinery, but friction.

— HENRY WARD BEECHER.

| | | |
|---|---|---|
| wor'ry | hard'ly | fric'tion |
| nat'u ral | ma chin'er y | |

**54.** As Emily knew how to manage the gas range, she cooked some steak for supper. I am sure she spoiled the salad dressing, however, by using too much vinegar.

| | | |
|---|---|---|
| man'age | steak | sal'ad |
| range | spoiled | vin'e gar |

**55.** Little Margaret, whose parents were both buried in a cemetery near her home, always spoke of them as sleeping in "God's Acre." Each week she placed a fresh bouquet of choicest flowers upon their graves.

| | | |
|---|---|---|
| bur'y | cem'e ter y | bou quet' |
| bur'ied | a'cre | choi' cest |

**Note to teacher.** Explain each new word when lesson is assigned, calling attention to anything that will help fix the word in the pupil's mind. For instance show the word "chin" in machinery and "vine" in vinegar.

**56.** As Mrs. Morris walked down Tremont Street, she noticed a little child with a shawl over her head, gazing timidly into a florist's window. When she pressed a lovely scarlet geranium into the girl's hand, the child was overcome with joy.

| | | | |
|---|---|---|---|
| shawl | gaze | flo'rist | ge ra'ni um |
| tim'id ly | gaz'ing | pressed | |

## Review

| | | | | |
|---|---|---|---|---|
| purchased | hospital | injured | chocolate | tobacco |
| therefore | purpose | radish | janitor | coast |
| cause | chiefly | thrown | rapidly | knocked |

**57.** One pleasant autumn day Henry sat in the orchard watching the brook, as it flowed peacefully over the pebbles. "Where are you going, little brook?" said he, but the brook only answered, as it sparkled on, "Good-by! Good-by! Good-by!"

| | | | |
|---|---|---|---|
| or'chard | peace'ful ly | peb'bles | spark'led |
| | good-by' | | |

**Suggestion:** Before the pupils leave the fifth year, teach thoroughly the abbreviations for every state in the Union., Abbreviations are an important part of letter writing, and letter writing is one end of dictation work.

**58.** Such a toothache as Tommy had! He cried and he cried and he cried. Then mother put some camphor on the tooth, and drawing the sofa toward the radiator, wrapped Tommy up and made him very comfortable.

| | | | |
|---|---|---|---|
| tooth'ache | so'fa | wrap | com'fort a ble |
| cam'phor | ra'di a tor | wrapped | |

**59.** Aunt Katharine gave a picnic for some children; she treated them to sandwiches, cake, lemonade, nuts, and raisins. When they were tired of play they visited the greenhouses, and saw the tall banana trees.

| | | |
|---|---|---|
| Kath'a rine | sand'wich es | rai'sins |
| pic'nic | lem on ade' | ba na'na |

**60.** Small service is true service while it lasts:
Of humblest friends, dear children, scorn not one.
The daisy, by the shadow that it casts,
Protects the lingering dewdrop from the sun.

— WILLIAM WORDSWORTH.

| | | | | |
|---|---|---|---|---|
| ser'vice | hum'blest | scorn | lin'ger ing | dew'drop |

## REVIEW

| | | | |
|---|---|---|---|
| language | liberty | libraries | listened |
| obedient | ordered | patient | pleasure |
| scarlet | sentence | separate | shepherd |
| trolley | vacation | visitor | complete |

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *ar, er, or* = one who, that which

| | | | | |
|---|---|---|---|---|
| beggar | scholar | reminder | doctor | factor |
| liar | builder | seller | director | elevator |

II. *er* = more

| | | | | |
|---|---|---|---|---|
| greater | quicker | brighter | longer | louder |

*est* = most

| | | | | |
|---|---|---|---|---|
| greatest | quickest | brightest | longest | loudest |

III. *less* = without

| | | | | |
|---|---|---|---|---|
| friendless | cloudless | noiseless | restless | endless |

IV. *ful* = full of

| | | | |
|---|---|---|---|
| cheerful | truthful | respectful | willful |

V. *ly* = in a manner

| | | | | |
|---|---|---|---|---|
| rapidly | distinctly | surely | orderly | calmly |

VI. *ous, ious, eous* = full of, worthy of

| | | | | |
|---|---|---|---|---|
| nervous | perilous | poisonous | anxious | curious |
| cautious | piteous | righteous | beauteous | plenteous |

VII. *eer, ier* = one who

| | | | | |
|---|---|---|---|---|
| auctioneer | engineer | cashier | soldier | clothier |

VIII. *an, ian* = one who, pertaining to

| | | | | |
|---|---|---|---|---|
| American | German | Italian | musician | historian |

IX. *ness* = having the quality of

weakness laziness business wildness friendliness

X. *en* = made of, to make

wooden golden lighten cheapen sadden

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. *e, ex* = out, out of

educate eject elect extract export

II. *mis* = wrong, wrongly

misdirect misjudge misstep misgovern

III. *re* = back, again

remove rebuild recall replant repay

IV. *un* = back, not

uncertain uncommon unbend unlock unable

V. *im, in* = in, into, not

immortal impress impart immodest impolite
inform income incorrect incomplete inconvenient

VI. *out* = more than, beyond, longer than

outdo outlaw outlive outbreak outside

VII. *over* = above, beyond

overdo overload overcharge overlook overcome

VIII. *pre* = before

prefix prepare prescribe prevent prefer

IX. *dis* = not, away

disagree dishonor disappear discharge disable

X. *trans* = across, beyond, through

transatlantic transfer transparent transport

## LATIN STEMS

A stem is a foundation word, to which prefixes and suffixes may be added.

I. *porto, portatum* = to carry

export report import transport porter

II. *scribo, scriptum* = to write

inscribe prescribe transcribe transcript postscript

III. *pono, positum* = to place

expose repose impose dispose transpose

IV. *traho, tractum* = to draw

extract retract distract extractor extra

V. *mitto, missum* = to send

emit remit transmit dismiss remiss

# SIXTH YEAR — FIRST HALF

**1.** I hold a doctrine, to which I owe not much indeed, but all the little I ever had; namely, that with ordinary talent and extraordinary perseverance all things are attainable.

— Sir T. F. Buxton.

doc'trine tal'ent ex traor'di na ry
per se ver'ance at tain'a ble

**2.** Do not think of knocking out another person's brains because he differs in opinion from you. It would be quite as intelligent to knock yourself on the head because you differ from yourself ten years ago. — Horace Mann.

per'son dif'fers o pin'ion in tel'li gent

**3.** Small kindnesses, small courtesies, small considerations, habitually practiced, give a greater charm to the character than the display of great talents and accomplishments. — Kelly.

con sid er a'tions ha bit'u al ly dis play'
ac com'plish ments

**4.** The first scenes of the Revolution were enacted near Boston, the capital of Massachusetts. The oppressive measures of the British had stirred the Americans to very great activity.

scenes en act'ed op press'ive stir
meas'ures Brit'ish stirred

**5.** During the years of 1773 and 1774 there was a popular belief among the colonists, that the unjust taxation of the English Parliament would finally bring on a struggle.

| | | |
|---|---|---|
| pop′u lar | col′o nists | Par′lia ment |
| be lief′ | tax a′tion | strug′gle |

**6.** Consequently many hundreds of colonists equipped themselves with muskets and bayonets, drilled without ceasing, and promised that when the hour for action finally arrived, they would be ready to assemble at a minute's notice.

| | | |
|---|---|---|
| mus′kets | bay′o nets | e quip′ |
| ceas′ing | as sem′ble | e quipped′ |

**7.** In the spring of 1775, Paul Revere, one of the most courageous of the minute men, discovered that it was General Gage's intention to send a regiment to Concord to destroy the American stores which were hidden throughout that district.

cou ra′geous in ten′tion reg′i ment hid′den dis′trict

**8.** Paul Revere resolved to warn the patriots of the approach of the British. He went to the opposite side of the river and there, a lonely sentinel, awaited the signal that was to tell him which way the English were going.

re solved′ op′po site sen′ti nel a wait′ed sig′nal

**9.** As soon as he could distinguish the gleam of the lanterns he gave rein to his horse, and rode through Lexington to Concord. His midnight ride aroused the entire country.

dis tin′guish gleam lan′terns rein mid′night

**10.** When General Gage reached Lexington, he found a throng of sixty minute men, who defied his authority. "Disperse, ye rebels," cried the English officer. "Lay down your arms and disperse."

throng de fied′ au thor′i ty dis perse′ reb′els

**11.** As the Americans did not surrender, the soldiers fired, and seven patriots fell. Here then, at Lexington, was the first bloodshed of the Revolutionary War, — a war in which the colonists were forced to defend their liberties in many hard-fought battles.

sur ren′der blood′shed Rev o lu′tion a ry de fend′ fought

**12.** The anniversary of the Battle of Lexington is a legal holiday in Massachusetts. In 1908 the school children of Boston took a prominent part in unveiling a marble tablet to the memory of Paul Revere in Faneuil Hall.

le′gal prom′i nent un veil′ing mar′ble tab′let

**13.** By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.

— R. W. EMERSON.

| | | |
|---|---|---|
| arched | un furled′ | em bat′tled |

**14.** Hail, Columbia! happy land!
Hail, ye heroes, heav'n-born band!
Who fought and bled in Freedom's cause,
And when the storm of war was gone,
Enjoyed the peace your valor won.
Let independence be our boast,
Ever mindful what it cost.

— JOSEPH HOPKINSON.

| | | |
|---|---|---|
| hail | he′ro | val′or |
| Co lum′bi a | he′roes | boast |

**15.** A traveler said that he could not attempt a description of the services in the great cathedral at Rome. He closed with these words: "That which made the deepest impression upon me was the reverent attitude of an audience of sixty thousand souls."

| | | |
|---|---|---|
| de scrip′tion | im pres′sion | at′ti tude |
| ca the′dral | rev′er ent | au′di ence |

**16.** Our class had a long grammar lesson in which we reviewed the various kinds of phrases. "Josephine," said the teacher at last, "write a sentence which shall contain both an adverbial and an attribute phrase."

| | | |
|---|---|---|
| re viewed′ | phra′ses | Jo′se phine |
| ad ver′bi al | | at′tri bute |

**17.** A tremendous audience gathered to applaud the famous singer. Not a seat was vacant and even the aisles were crowded. At the conclusion of the performance, the artist aroused great enthusiasm by singing "Home, Sweet Home."

| | | |
|---|---|---|
| tre men′dous | va′cant | con clu′sion |
| ap plaud′ | aisles | en thu′si asm |

**18.** Some of the domestic evils of drunkenness are houses without windows, gardens without fences, fields without tillage, barns without roofs, and children without clothing, principles, morals, or manners.

— BENJAMIN FRANKLIN.

| | | |
|---|---|---|
| do mĕs′tic | drunk′en ness | fen′ces |
| till′age | | prin′ci ples |

**Language work.** Write the comparative form of *long* and *various*. Write the superlative form of *famous* and *great*.

**19.** It is observed at sea that men are never so much disposed to complain and mutiny, as when least employed. Hence an old captain, when there was nothing else to do, would issue the order to "scour the anchor."

— SAMUEL SMILES.

dis posed′ com plain′ mu′ti ny is′sue scour

**20.** Do you remember why Columbus undertook his voyages of discovery? They were inspired chiefly by the desire to find shorter trade routes. From that time until to-day, men have sought by every possible means to conquer distance.

un der took′ in spired′ routes
sought con′quer

**21.** With the completion of the Suez Canal, the sea trip from western Europe to China and Japan was materially lessened. Since then, engineers have been interested in the question of a similar canal at Panama.

com ple′tion ca nal′ ma te′ri al ly
les′sened en gi neers′

**Language work.** Write all the verbs on this page in present time, and beside each one write the future tense.

**22.** The pioneer in this gigantic work was the French Panama Canal Company, with Ferdinand de Lesseps as president. The French people believed that, owing to his vast experience at Suez, he would be the most competent man to manage the enterprise.

| | | |
|---|---|---|
| pi o neer′ | gi gan′tic | ex pe′ri ence |
| com′pe tent | | en′ter prise |

**23.** Ten years after the commencement of the work, the French Company was unable to proceed through lack of funds. During this time, many millions had been expended, and a multitude of lives had been sacrificed in this pestilential country.

| | | |
|---|---|---|
| com mence′ment | pro ceed′ | ex pend′ed |
| mul′ti tude | | pes ti len′tial |

**24.** In 1904 Congress purchased from the French Company and from the Republic of Panama all essential rights in this territory. Have you ever read of any of the obstacles which our engineers must overcome in this tropical country?

| | | |
|---|---|---|
| Con′gress | es sen′tial | ter′ri to ry |
| ob′sta cles | | trop′i cal |

**Language work.** Use the words *enterprise* and *essential* in sentences.

**25.** The climate of Panama is tropical, and there is also an enormous percentage of moisture in the air. The land is very fertile.

| | | |
|---|---|---|
| cli'mate | e nor'mous | per cent'age |
| mois'ture | | fer'tile |

**26.** In the rainy season, the rivers become raging torrents. A canal in this region, therefore, must afford ample protection against all such perils, as its route follows the course of the most turbulent stream on the isthmus.

| | | | | |
|---|---|---|---|---|
| tor'rents | re'gion | am'ple | per'ils | tur'bu lent |

**27.** In many places the laborers are forced to cut their way through treacherous swamps, where it is difficult to find a solid foundation on which to build. Here the workmen must also fight against malaria and other diseases.

| | | |
|---|---|---|
| treach'er ous | swamps | foun da'tion |
| ma la'ri a | | dis eas'es |

**28.** The principal cut on the isthmus is at Culebra. The cutting of nine miles of solid rock and the removal of such vast quantities of material, form, in all probability, one of the greatest problems of the work.

| | | |
|---|---|---|
| prin'ci pal | quan'ti ty | prob a bil'i ty |
| re mov'al | quan'ti ties | prob'lems |

**29.** Congress discussed for some months the advantages of both a sea level canal and a lock canal. Before reaching a decision much expert testimony was taken. Finally the plans for a lock canal were adopted.

| | | |
|---|---|---|
| dis cussed′ | ad van′ta ges | de ci′sion |
| tes′ti mo ny | | a dopt′ed |

**30.** The plans necessitate the spending of millions of dollars, but the canal will be a great benefit to commerce. Merchandise can be transported from New York to San Francisco in fourteen days instead of sixty days.

| | | |
|---|---|---|
| ne ces′si tate | ben′e fit | mer′chan dise |
| com′merce | ben′e fit ed | trans port′ed |

**31.** Aromatic plants bestow
No spicy fragrance where they grow;
But crushed and trodden to the ground,
Diffuse their balmy sweets around.

— Oliver Goldsmith.

| | | | |
|---|---|---|---|
| ar o mat′ic | spi′cy | crushed | trod |
| balm′y | | dif fuse′ | trod′den |

**32.** "The avaricious man is like the barren sandy ground of the desert, which sucks in all the rain and dews with greediness, but yields no fruitful herbs or plants for the benefit of others."

| | | | | |
|---|---|---|---|---|
| av a ri′cious | bar′ren | des′ert | greed′i ness | yields |

**33.** The immigrant who desired his son Michael to attend school, was surprised to learn that no child could be accepted without a certificate of vaccination.

| | | |
|---|---|---|
| im'mi grant | Mi'chael | cer tif'i cate |
| vac ci na'tion | | ac cept'ed |

**34.** In 1813 Commodore Perry, under the most adverse circumstances, won a great naval victory on Lake Erie. Before the contest began, he raised a flag bearing these words: "Don't give up the ship."

com'mo dore ad'verse cir'cum stan ces nav'al con'test

**35.** The result of the expedition seems like a miracle, when we consider the superior training of the British. Perry announced his conquest in the following words: "We have met the enemy and they are ours."

ex pe di'tion mir'a cle su pe'ri or an nounced' con'quest

**36.** Every afternoon at five o'clock, Theodore helped Dorothy with her lessons. "Now, Dorothy," I heard him say, "I shall be very much disappointed if you cannot point out the predicates in all these imperative sentences."

| | | |
|---|---|---|
| The'o dore | Dor'o thy | dis ap point'ed |
| pred'i cates | | im per'a tive |

**37.** We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

— THOMAS JEFFERSON.

self-ev'i dent  en dowed'  Cre a'tor
in a'lien a ble  pur suit'

**38.** When Washington declined a military escort on the occasion of his inauguration he said, "I require no guard but the affections of the people."

de clined'  mil'i ta ry  es'cort
oc ca'sion  in au gu ra'tion

**39.** The frugal snail, with forecast of repose,
Carries his house with him where'er he goes;
Peeps out, and if there comes a shower of rain,
Retreats to his small domicil again.

— CHARLES LAMB.

snail  fore'cast  re pose'  re treats'  dom'i cil

**40.** How beautiful the Queen of Night, on high
Her way pursuing among scattered clouds,
Where, ever and anon, her head she shrouds,
Hidden from view in dense obscurity.

— WILLIAM WORDSWORTH.

pur su'ing  scat'tered  a non'  shrouds  ob scu'ri ty

**41.** One of the most beautiful marches ever written is the wedding hymn from the opera of Lohengrin. Whenever the opera is performed, the orchestra plays this hymn at the marriage of Lohengrin and Elsa of Brabant.

| | | |
|---|---|---|
| wed′ding | op′e ra | or′ches tra |
| hymn | per formed′ | mar′riage |

**42.** The narrative on which this particular opera is founded recites that Godfrey, Duke of Brabant, has vanished and that Elsa, his sister, is accused of spiriting him away.

| | | |
|---|---|---|
| nar′ra tive | par tic′u lar | van′ished |
| ac cused′ | | spir′it ing |

**43.** The one who accuses Elsa is Count Frederick, whose chief desire is to gain possession of Elsa's property and to be declared ruler of the duchy. Elsa is summoned before King Henry and there asserts her innocence.

| | | |
|---|---|---|
| Fred′er ick | pos ses′sion | prop′er ty |
| sum′moned | as serts′ | in′no cence |

**44.** Count Frederick says he will fight with any one who volunteers to champion Elsa's cause. Elsa, in extreme distress, says she will bestow her hand and fortune on the knight who defends her.

| | | |
|---|---|---|
| vol un teers′ | cham′pi on | ex treme′ |
| dis tress′ | | knight |

**45.** Before the assembled courtiers, the heralds blow the summons, but no champion appears for the solitary Elsa. Suddenly, at the supreme moment, a small skiff approaches drawn by a beautiful white swan with a gold chain suspended from its neck.

| | | |
|---|---|---|
| court'iers | her'alds | sol'i ta ry |
| su preme' | | sus pend'ed |

**46.** There, in the wondrous swan boat, stands a knight in dazzling armor. His gracious countenance inspires confidence, and as he steps upon the shore he is welcomed by the knights and ladies of the court.

| | | |
|---|---|---|
| won'drous | ar'mor | coun'te nance |
| daz'zling | gra'cious | con'fi dence |

**47.** As Lohengrin kneels before the radiant Elsa, he says he will defend her if she will promise never to inquire his name. Elsa is in such desperate straits that she consents. The knight then challenges and defeats Count Frederick.

kneels ra'di ant des'per ate con sents' chal'len ges

**48.** At the appointed hour Elsa and the knight are married. Elsa, unmindful of her promise, begs him to reveal his name. She is so persistent, that at last he exclaims, with a gesture of despair: "Lohengrin is my name."

ap point'ed mar'ried re veal' per sist'ent ges'ture

**49.** Lohengrin says that having revealed his name, he has forfeited his right to remain, and must now go into exile. As he reluctantly turns from the terrified Elsa, the group of people exclaim: "The swan! the swan!"

| | | |
|---|---|---|
| for′feit ed | ex′ile | re luc′tant ly |
| ter′ri fied | | group |

**50.** Yes, there is the swan with the golden chain attached to its neck. Just above the skiff hovers a lovely white dove, and as it steadily approaches, the spectacle becomes visible to all.

at tached′ hov′ers stead′i ly spec′ta cle vis′i ble

**51.** As soon as Lohengrin loosens the chain from the neck of the faithful swan, it gradually sinks. Then Lohengrin, leaving the miserable Elsa, springs into the skiff. The dove seizes the chain, and Lohengrin vanishes as mysteriously as he came.

| | | |
|---|---|---|
| loos′ens | faith′ful | grad′u al ly |
| mis′er a ble | | mys te′ri ous ly |

**52.** Before Josephine's departure for the summer, she bought silks, worsted, and other materials for embroidery. The marking of all the initials on the handkerchiefs was too indistinct to be of use.

| | | |
|---|---|---|
| de par′ture | wors′ted | em broid′er y |
| in i′tials | | in dis tinct′ |

**53.** Helen's work in decimals was very poor in comparison with Bertha's, though when the grammar hour arrived, the tables were turned. The teacher was always positive that Helen would classify, without hesitation, any word in the lesson.

| | | |
|---|---|---|
| dec'i mals | com par'i son | pos'i tive |
| clas'si fy | | hes i ta'tion |

**54.** Instead of going to the theater on Saturday, Theodore and his friends obtained permission to go to Bronx Park. They remained several hours, visiting the gardens and the menagerie. For luncheon they had sandwiches, fruit, and a most delicious cinnamon cake.

| | | |
|---|---|---|
| the'a ter | men ag'e rie | de li'cious |
| per mis'sion | lunch'eon | cin'na mon |

**55.** Who does not enjoy the winter! When the mercury falls to zero, and icicles abound, then even such nuisances as freezing pipes and delayed traffic are accepted by adults as the price they pay for the sports of the youngsters.

mer'cu ry  i'ci cles  nui'san ces  traf'fic  a dults'

**Language work.** Write a composition on the use of snow. For this lesson consult an authority that will tell you the effect of snow on the farmer's crops.

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *hood* = the state of

boyhood childhood manhood brotherhood girlhood

II. *ment* = act of; state of being; that which

movement judgment engagement excitement settlement

III. *ery, ry* = place where; state of being; art or practice of

nursery pottery slavery dentistry surgery

IV. *y* = full of; like

sandy dusty gloomy earthy bony

V. *ise, ize* = to make

criticize advertise realize apologize civilize

VI. *able, ible* = that may or can be; worthy of

curable reversible digestible pitiable admissible

VII. *al* = like; pertaining to

magical maternal bridal rural legal

VIII. *ant, ent* = one who; ing

assailant assistant president pleasant provident

IX. *ion* = act of; state of being

election digestion decision reflection corruption

X. *ist* = one who

artist florist humorist novelist vocalist

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. *ad* (*a*, *ac*, *af*, *ag*, *al*, *an*, etc.) = to

adhere aggressor affix allure attain

II. *sub* (*suc*, *suf*, *sug*, *sup*, etc.) = under; after; up

subscribe succeed subdivide suffix support

III. *ante* (*anti*) = before; against

antecedent anteroom antedate antidote antipathy

IV. *be* = to make

bedeck benumb becalm befriend bedim

V. *con* (*co*, *col*, *com*, *cor*, etc.) = together; with

conjoin coact collect commingle correspond

VI. *contra* (*contro*, *counter*) = against

contradict controversy countermand counteract

VII. *inter* = between; among

intercede interline interpose intermarry intertwine

**4.** During the Civil War, Lincoln frequently visited the army hospitals. Every wretched soldier there was desirous of hearing his genuine words of sympathy, and every man who was able saluted as the Chief Executive passed by.

civ'il wretch'ed de sir'ous gen'u ine ex ec'u tive

**5.** Lincoln was once under the guidance of a youthful house physician. As they approached the ward where the southern prisoners lay, the young surgeon said, "Oh, Mr. President, you don't want to go in there. They don't deserve it. They are only rebels."

guid'ance phy si'cian pris'on ers sur'geon de serve'

**6.** The melancholy features of the President lighted for a moment with an amiable smile, as he put his hand gently on his escort's shoulder. "You mean," he said, "that they are our Confederate brethren. I want to see them."

mel'an chol y fea'tures a'mi a ble
con fed'er ate breth'ren

**Memory work.** Let every American, every lover of liberty, every well-wisher to his posterity, swear by the blood of the Revolution never to violate, in the least particular, the laws of the country, and never to tolerate their violation by others.

— ABRAHAM LINCOLN.

7. As Lincoln passed through the aisles, he spoke as kindly and as courteously to these men, as to those who belonged to the Union army. Hatred of an enemy had no place in his generous character.

cour'te ous ly  un'ion  ha'tred  gen'er ous  char'ac ter

8. Come, gentle Spring! ethereal mildness come,
And from the bosom of yon dropping cloud,
While music wakes around, veiled in a shower
Of shadowing roses, on our plains descend.

— JAMES THOMSON.

e the're al  bos'om  veiled  de scend'

9. Physicians all say that those who wish to overcome that plague of civilization, — consumption, — must ventilate their rooms thoroughly, and sleep in the fresh air. Those who live as directed frequently recover their lost energy.

plague  civ i li za'tion  con sump'tion
ven'ti late  en'er gy

**Memory work.** Study his story closely, boys and girls. It grows greater with each retelling; for as time goes on, Abraham Lincoln will rise above his fellows as the greatest, noblest man of this wonderful nineteenth century.

— BROOKS.

**10.** A very rich woman founded an orphan asylum as a memorial to a beloved daughter who died in infancy. Many of the destitute children who gained admission were adopted and removed far from the scenes of their early life.

| | | |
|---|---|---|
| or'phan | a sy'lum | me mo'ri al |
| des'ti tute | ad mis'sion | in'fan cy |

**11.** Last Tuesday or Wednesday I witnessed in one of our parks the destruction of some dahlia and chrysanthemum plants. The boy who uprooted them was not conscious that he was destroying his own property.

| | | |
|---|---|---|
| wit'nessed | de struc'tion | dah'lia |
| chrys an'the mum | con'scious | |

**12.** This occurrence reminds me that a boy sometimes says: "My father doesn't pay taxes, he only pays rent." The average boy, unfortunately, does not understand where the money comes from for the maintenance and improvement of parks, hospitals, schools, and streets.

| | | |
|---|---|---|
| oc cur'rence | av'er age | un for'tu nate ly |
| main'te nance | im prove'ment | |

**Suggestion:** Correlate the language work of the week with **Lessons 12** and **13**. Describe the method of raising taxes and enumerate the various things for which the money is used, in your own town.

**13.** The money used for the development of our city is raised chiefly by a tax on real estate. Landlords who are responsible for this money must collect it from their tenants. Additional taxes, therefore, mean increased rents.

| | | |
|---|---|---|
| de vel'op ment | re spon'si ble | ten'ants |
| ad di'tion al | in creased' | |

**14.** How sweet and gracious, even in common speech,
Is that fine sense which men call Courtesy!
Wholesome as air and genial as the light,
Welcome in every clime as breath of flowers, —
It transmutes aliens into trusting friends,
And gives its owner passport round the globe.

— JAMES T. FIELDS.

| | | |
|---|---|---|
| ge'nial | trans mutes' | a'liens |
| trust'ing | pass'port | |

**15.** A mint is a place where, under legislative authority, gold, silver, copper, and nickel are converted into currency. The use of the precious metals as mediums of exchange dates from the earliest period in history.

Name two cities in the United States where there are mints.

| | | |
|---|---|---|
| leg'is la tive | con vert'ed | cur'ren cy |
| me'di ums | ex change' | |

**16.** Originally one commodity was exchanged for another, but this arrangement was exceedingly troublesome. Then came the circulation of gold and silver pieces of definite weight, but having the form of lumps and buttons.

com mod'i ty ar range'ment ex ceed'ing ly
cir cu la'tion def'i nite

**17.** In order to facilitate business, it was found necessary to have a more convenient method of exchange. Accordingly there followed the regulation of the coins, so that all those of equal value should correspond in fineness and in weight.

fa cil'i tate con ve'nient ac cord'ing ly
reg u la'tion cor re spond'

**18.** Every evil to which we do not succumb is a benefactor. As the Sandwich Islander believes that the strength and valor of the enemy he kills passes into himself, so we gain the strength of the temptation we resist.

— RALPH W. EMERSON.

suc cumb' ben e fac'tor temp ta'tion re sist'

**Language work.** Add *-ing* to the following words, and make any other change that may be needed: facilitate, have, exchange, believe, run, beg, quarrel.

**19.** A slender acquaintance with the world must convince every man that actions, not words, are the true criterion of the attachment of friends; and that the most liberal professions of good will are very far from being the surest marks of it.

— GEORGE WASHINGTON.

| | | |
|---|---|---|
| con vince′ | cri te′ri on | at tach′ment |
| lib′er al | pro fes′sions | |

**20.**

Beware
Of entrance to a quarrel; but being in,
Bear't that the opposed may beware of thee.
Give every man thy ear, but few thy voice;
Take each man's censure but reserve thy judgment.

— WILLIAM SHAKESPEARE.

| | | |
|---|---|---|
| be ware′ | quar′rel | op posed′ |
| cen′sure | re serve′ | |

**21.** From the earliest times nations have settled their disputes by an appeal to arms. Yet war has always been regarded as a calamity, and all thoughtful people have realized that it could never produce lasting peace.

| | | |
|---|---|---|
| set′tled | dis putes′ | ap peal′ |
| ca lam′i ty | re′al ized | |

**Memory work.** "Prosperity getteth friends; adversity trieth them."

**22.** Wise men of all ages have had a great aversion to the employment of force in the settlement of disputes. As war sows the seeds for future conflicts, its injurious effects are often felt for generations.

| | | |
|---|---|---|
| a ver'sion | em ploy'ment | con'flicts |
| in ju'ri ous | gen er a'tions | |

**23.** The Czar of Russia called a conference at The Hague on May 18, 1899, to consider settling all disputes between nations by arbitration. At this first universal Peace Conference twenty-six nations were represented.

| | | |
|---|---|---|
| czar | con'fer ence | ar bi tra'tion |
| u ni ver'sal | rep re sent'ed | |

**24.** All the nations represented at The Hague afterward ratified the provisions recommended by the conference. All hoped that this event, without parallel in the world's history, would absolutely prevent the scourge of war.

| | | |
|---|---|---|
| rat'i fied | pro vi'sions | rec om mend'ed |
| scourge | ab'so lute ly | par'al lel |

**Language work.** Write the simple words from which the following are formed, and note the changes made: injurious, settling, ratified, lovable.

**25.** The second Peace Conference was held at The Hague on June 15, 1907. Between these two conferences innumerable questions were peaceably settled on both hemispheres. Therefore most of the sovereign powers firmly believed in the permanence of peace.

| | | |
|---|---|---|
| in nu'mer a ble | peace'a bly | hem'i spheres |
| sov'er eign | per'ma nence | |

**26.** I hate that drum's discordant sound,
Parading round and round and round.
To me it talks of ravaged plains,
And burning towns and ruined swains,
And all that misery's hand bestows,
To fill the catalogue of human woes.

— JOHN SCOTT.

| | | |
|---|---|---|
| dis cor'dant | pa rade' | cat'a logue |
| rav aged | pa ra'ding | |

**27.** In the age of chivalry there lived in England a youth named Arthur. He had fair complexion and golden hair, and at an early age gave evidence of the lovable disposition which distinguished him through life.

| | | |
|---|---|---|
| chiv'al ry | Ar'thur | com plex'ion |
| ev'i dence | dis po si'tion | |

"Abhor that which is evil, cleave to that which is good."

**28.** Arthur lived with the mighty warrior, Sir Hector, whom he called father. Sir Hector used to encourage Arthur to go in search of adventure. He wished to strengthen the youth, and fit him to meet every emergency of life.

| | | |
|---|---|---|
| war′rior | en cour′age | ad ven′ture |
| strength′en | e mer′gen cy | |

**29.** In the woods Arthur frequently encountered a gorgeous array of knights and ladies on horseback. Their saddles were studded with rubies and emeralds. The knights wore glittering helmets and their coats of mail were made of tiny links of steel.

| | | |
|---|---|---|
| en coun′tered | gor′geous | ru′bies |
| em′er alds | glit′ter ing | hel′mets |

**30.** When Arthur was twenty-one, a quaint and beautiful ceremony made him a knight. At this time there was no king in England. Some time had elapsed since the decease of the former powerful monarch, and several strong lords were ambitious to be king.

Explain why the soldiers of the present day do not wear armor.

| | | |
|---|---|---|
| quaint | cer′e mo ny | e lapsed′ |
| de cease′ | mon′arch | am bi′tious |

**31.** Merlin, a wise magician, asked the archbishop to summon all the great lords to London to choose a king. They assembled in a church, and after psalms of praise had been sung, they implored Providence to make right and justice triumph.

| | | |
|---|---|---|
| ma gi'cian | arch bish'op | psalms |
| Prov'i dence | tri'umph | |

**32.** After these religious ceremonies, the brilliant pageant filed into the churchyard where the spectators saw a huge circular stone. On this stone was an anvil of steel, and fixed therein a sword on which was written: "Whosoever pulls this sword out of this anvil is the rightful king of England."

| | | |
|---|---|---|
| re lig'ious | pag'eant | spec'ta tors |
| cir'cu lar | an'vil | |

**33.** The great lords tried to remove the ponderous sword, but so securely was it fixed, that no one was successful. Finally the spectators were allowed to try. Arthur resolutely clutched the sword, and to the consternation of all removed it from the anvil.

| | | |
|---|---|---|
| pon'der ous | se cure'ly | res'o lute ly |
| clutched | con ster na'tion | |

"A smooth sea never made a skillful navigator."

**34.** Then Sir Hector confessed, with some agitation, that Arthur was the son of the preceding king. Owing to the jealousy of the great lords of the realm, Merlin had taken the precaution to hide him.

| | | |
|---|---|---|
| con fessed′ | ag i ta′tion | pre ce′ding |
| jeal′ous y | pre cau′tion | |

**35.** By acclamation Arthur was then declared king, and all the people swore allegiance to him. He made haste to relieve those who had previously been oppressed, and soon was known throughout the kingdom as "Good King Arthur."

| | | |
|---|---|---|
| ac cla ma′tion | al le′giance | re lief′ |
| op pressed′ | pre′vi ous ly | re lieve′ |

**36.** Arthur and Merlin once saw on the shore of a lake, three fair women crowned with anemones. Arthur thought the unusual sight a delusion, but Merlin pronounced them three queens, who would aid him in any extremity.

| | | |
|---|---|---|
| a nem′o nes | un u′su al | de lu′sion |
| pro nounced′ | ex trem′i ty | |

"It was the time when first the question rose
About the founding of a Table Round
That was to be, for love of God and men
And noble deeds, the flower of all the world."

**37.** Looking out on the lake, they saw an uplifted arm holding a richly decorated sword. With some apprehension Arthur cautiously rowed out and seized both sword and scabbard, and instantly the arm became invisible.

| | | |
|---|---|---|
| dec′o ra ted | ap pre hen′sion | cau′tious ly |
| scab′bard | in vis′i ble | |

**38.** Merlin said: "Use this sword so that persecution shall cease and right and justice shall prevail." After many insurrections had been quelled, and peace had been restored, Arthur established at his court the Order of the Round Table.

| | | |
|---|---|---|
| per se cu′tion | jus′tice | pre vail′ |
| in sur rec′tions | quelled | |

**39.** This order consisted of one hundred and fifty knights, who had proved themselves without exception worthy disciples of "Good King Arthur." Before entering this organization, they pledged themselves to the service of God and mankind.

| | | |
|---|---|---|
| con sist′ed | ex cep′tion | dis ci′ples |
| or gan i za′tion | pledged | |

"And so there grew great tracts of wilderness,
Wherein the beast was ever more and more,
But man was less and less, till Arthur came."

**40.** These knights looked upon falsehood as a most detestable vice. They despised everything mean, cruel, or deceitful; and by their noble unselfish lives they did much to purify their native land.

| | | |
|---|---|---|
| false'hood | de test'a ble | de spised' |
| de ceit'ful | pu'ri fy | |

**41.** The knight who was Arthur's greatest reliance, and who enjoyed unbounded popularity throughout the king's domain, was Sir Launcelot. The knight whose character attained the greatest degree of perfection, — who was infinitely purer than all others, — was Sir Galahad.

| | | |
|---|---|---|
| re li'ance | pop u lar'i ty | do main' |
| per fec'tion | in'fi nite ly | |

**42.** After many years of peace and prosperity, there arose an insurrection of such magnitude, that Arthur was forced to take the field against the hostile forces. He was assailed and mortally wounded by the traitorous knight, Sir Modred.

| | | |
|---|---|---|
| pros per'i ty | mag'ni tude | hos'tile |
| as sailed' | trai'tor ous | |

> "And one there was among us, ever moved
> Among us in white armor, Galahad.
> 'God make thee good as thou art beautiful,'
> Said Arthur, when he dubb'd him knight."

**43.** Though almost insensible, King Arthur entreated Sir Bedivere to carry him to the shore of the lake. Overwhelmed with grief, Sir Bedivere complied, and there beheld a ghostly barge, heavily draped in black.

| | | |
|---|---|---|
| in sen'si ble | com ply' | o ver whelmed' |
| en treat'ed | com plied' | ghost'ly |

**44.** An air of mystery pervaded the scene, and among the unearthly figures that moved to and fro were the three queens. When they saw the exhausted condition of the king, they uttered a plaintive cry, and tenderly lifted him into the barge.

| | | |
|---|---|---|
| per va'ded | un earth'ly | ex haust'ed |
| con di'tion | plain'tive | |

**45.** One queen gently put her hand underneath Arthur's head and took off his broken helmet. "Like a shattered column lay the king," while Sir Bedivere cried: "Ah, my lord, whither shall I go? Now the whole Round Table is dissolved."

| | | |
|---|---|---|
| un der neath' | shat'tered | col'umn |
| whith'er | dis solved' | |

**Language work.** Find out all you can about the age of chivalry and write a composition on it.

**46.** Sir Bedivere was so absorbed in this agonizing scene, that the king's words were scarcely audible: "Old customs pass away, yielding place to new. The Round Table did its work and now has disappeared. Pray for me. More things are wrought by prayer than the world dreams of. Farewell."

| | | |
|---|---|---|
| ab sorbed′ | ag′o ni zing | au′di ble |
| cus′toms | fare well′ | |

**47.** In small towns where the structures are low, danger from fire is greatly diminished, but in large cities a fire is a most thrilling sight. A crowd, attracted at first by curiosity, is always held spellbound by the sublimity of the scene.

| | | |
|---|---|---|
| struc′tures | di min′ished | thrill′ing |
| cu ri os′i ty | sub lim′i ty | |

**48.** Recently there was a terrific fire in a building occupied by a firm engaged in the manufacture of furniture. The fumes of the turpentine nearly suffocated several members of the fire brigade.

| | | |
|---|---|---|
| ter rif′ic | oc′cu pied | man u fac′ture |
| tur′pen tine | suf′fo ca ted | bri gade′ |

**Language Work.** Explain why the *y* is changed to *i* in terrify, terrific; and in occupy, occupied.

**49.** The fire was caused by a short circuit, and though every known apparatus was used to quench the flames, it was feared that several firemen would be caught in the back draft, before the fire could be extinguished.

| | | |
|---|---|---|
| cir′cuit | ap pa ra′tus | quench |
| draft | ex tin′guished | |

**50.** As usual, the brave firemen made a series of thrilling rescues. Many mechanics were trapped on the top floor, but after a brief interval were taken by scaling ladders to the roof of a neighboring tenement.

| | | |
|---|---|---|
| se′ries | scale | in′ter val |
| me chan′ics | scal′ing | ten′e ment |

**51.** When the weather becomes changeable and the thermometer suddenly falls, then the germs of whooping-cough, diphtheria, and pneumonia are active until the return of the pleasant days of spring.

| | | |
|---|---|---|
| change′a ble | ther mom′e ter | germs |
| whoop′ing-cough | diph the′ri a | pneu mo′ni a |

**52.** Ernest received such careful instruction in hygiene, that though his appetite was very good, he seldom ate pickles and other indigestible things.

| | | |
|---|---|---|
| Er′nest | hy′gi ene | ap′pe tite |
| pick′les | in di gest′i ble | |

**53.** Some must be great. Great offices will have
Great talents. And God gives to every man
The virtue, temper, understanding, taste,
That lifts him into life, and lets him fall
Just in the niche he was ordain'd to fill.

— WILLIAM COWPER.

vir'tue tem'per niche or dained'

**54.** Mr. J. B. Foster was very successful in the commercial world. He said his motto was: "Quick sales and small profits." Besides that, he never kept a creditor waiting. He instructed his cashier to take special pains to meet all claims punctually.

com mer'cial cred'it or cash ier'
spe'cial punc'tu al ly

**55.** There are some eastern countries where many missionaries have been massacred by soldiers, who resented the introduction of western ideas. Those who escaped death were frequently separated from their friends, kidnapped, and conducted across the frontier where they received instructions never to return.

mis'sion a ry in tro duc'tion mas'sa cred
mis'sion a ries kid'napped fron tier'

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *fy, ify* = to make

glorify magnify purify beautify pacify

II. *ee* = one who; one to whom

absentee payee trustee committee assignee

III. *ance, ancy, ence, ency* = act of; state of being

assistance constancy occupancy absence currency

IV. *age* = state of being; a collection of; allowance for

bondage baggage foliage breakage ferriage

V. *ary* = one who; place where; pertaining to

adversary incendiary seminary granary literary

VI. *ure* = state of being; act of; that which

rapture moisture departure failure erasure

VII. *ic, ical* = like; belonging to

angelic heroic historic tropical typical

VIII. *ism* = state of being; doctrine of

heroism patriotism barbarism Methodism Catholicism

IX. *ity, ty* = state of being

cruelty loyalty equality hostility fertility

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. *per* = through

perennial perceive perspire perforate perform

II. *post* = after

postscript postpone postmark postdate post-mortem

III. *retro* = backward

retrograde retrospect retroactive retrocede

IV. *auto* = self

automobile automatic autocrat autograph automaton

V. *demi, hemi, semi* = half

demigod hemisphere semi-annual semicircle

VI. *bi, bis* = two; twice

biped bicycle bisect biscuit bi-monthly

VII. *fore* = before

foresee forecast forearm forebode forenoon

VIII. *circum* = around

circumspect circumference circumnavigate circumscribe

IX. *mono* = one

monologue monogram monograph monocle monotone

X. *dia* = through; across

diameter diagnosis dialect dialogue diagonal

## LATIN STEMS

A stem is a foundation word to which prefixes and suffixes may be added.

I. *cedo, cessum* = to go; to yield

intercede precede antecedent concession excess

II. *lego, lectum* = to gather; to read

legend legible recollect elect lecture

III. *seco, sectum* = to cut

section bisect intersect insect dissect

IV. *moveo, motum* = to move

remove movable promote motion remote

V. *spiro, spiratum* = to breathe

conspire respire aspiration inspiration spirit

VI. *verto, versum* = to turn

avert advertise invert adversity perverse

## THE STAR-SPANGLED BANNER

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

* * * * * * * *

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream;
'Tis the star-spangled banner; oh, long may it wave
O'er the land of the free and the home of the brave!

Oh, thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation;
Blest with vict'ry and peace may the heaven-rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

— Francis Scott Key.

# SEVENTH YEAR — FIRST HALF

**1.** The real world, the world of spiritual truth and beauty, is not remote from us. Glimpses of its brightness come to us in hours of toil and sorrow and strenuous victory over reverses and temptations. Its loveliness unexpectedly appears to us in the heavenly deed of a commonplace man or woman. — J. E. C. SAWYER.

| | | |
|---|---|---|
| spir'i tu al | glimps'es | stren'u ous |
| re vers'es | love'li ness | un ex pect'ed |

**2.** Among well-bred people, a mutual deference is affected; contempt of others disguised; authority concealed; attention given to each in his turn; and an easy stream of conversation is maintained, without vehemence, without interruption, without eagerness for victory, and without any airs of superiority. — DAVID HUME.

| | | | |
|---|---|---|---|
| mu'tu al | con cealed' | def'er ence | con ver sa'tion |
| con tempt' | ve'he mence | dis guised' | su pe ri or'i ty |

**3.** Washington! a fitting name for a beautiful city! Situated in the District of Columbia, on the eastern bank of the Potomac, Washington, the capital of the United States, stands an imposing tribute to our illustrious president. The selection of this splendid location is due, primarily, to Washington and his advisers.

| | | | |
|---|---|---|---|
| sit'u a ted | Po to'mac | im po'sing | ad vi'sers |
| trib'ute | il lus'tri ous | pri'ma ri ly | |

**4.** Congress had formerly held sessions in various cities, notably in New York, Philadelphia, and Baltimore. In 1800 the capital was permanently established at Washington, which has since been the seat of the legislative, executive, and judicial departments of the United States government.

| | | | |
|---|---|---|---|
| for′mer ly | ses′sions | no′ta bly | de part′ments |
| Bal′ti more | | ju di′cial | per′ma nent ly |

**5.** The original city was totally destroyed during the War of 1812. In 1814 the work of restoration was begun, and Washington stands to-day unsurpassed in its majestic simplicity. Ambassador Bryce truly said, "Washington is the embodiment of the majesty and the stateliness of the whole nation."

| | | | |
|---|---|---|---|
| to′tal ly | res to ra′tion | un sur passed′ | em bod′i ment |
| sim plic′i ty | tru′ly | am bas′sa dor | state′li ness |

**6.** The arrangement of the streets is unique. Diverging from different centers are avenues of unusual width. Pennsylvania Avenue is the most prominent. Other important thoroughfares are Connecticut, Massachusetts, and New Hampshire Avenues.

| | | |
|---|---|---|
| u nique′ | Mas sa chu′setts | Con nect′i cut |
| width | di ver′ging | New Hamp′shire |
| thor′ough fare | Penn syl va′ni a | |

**7.** Washington abounds in places of interest. Among these are: the Capitol; the White House; the Washington monument, a magnificent shaft of white marble; and the Congressional Library with its miscellaneous collection of books and pamphlets.

Charming views, winding roads with spreading sycamore trees, and well-trained shrubbery delight the eye.

| | | | |
|---|---|---|---|
| cap'i tol | pam'phlets | mis cel la'ne ous | shrub'ber y |
| syc'a more | shaft | con gres'sion al | |

**8.** In ancient times "All roads led to Rome." In Washington all roads lead to the Capitol. Erected on an eminence, the Capitol is the growth of a century. Its beautiful dome, surmounted by a bronze statue, the Goddess of Freedom, is an appropriate crown to the stately edifice.

| | | | |
|---|---|---|---|
| an'cient | em'i nence | cen'tu ry | ed'i fice |
| sur mount'ed | bronze | ap pro'pri ate | |

**9.** The residence of the president, officially termed the Executive Mansion, but familiarly called the White House, is on Pennsylvania Avenue. Though it has been modernized, it is practically the same as the original. The executive offices are detached, and thus the president is enabled to enjoy some measure of privacy.

| | | | |
|---|---|---|---|
| res'i dence | of fi'cial ly | fa mil'iar ly | pri'va cy |
| mod'ern ized | prac'ti cal ly | de tached' | |

**10.** The suburbs of Washington are worthy of mention. To the south is the Arlington National Cemetery. To the north are the Zoölogical Gardens. Across the Potomac is Mount Vernon, the home of Washington. Here is preserved the antique furniture, and here in marble sarcophagi repose the ashes of George and Martha Washington.

| | | |
|---|---|---|
| sub′urbs | Ar′ling ton | zo ö log′i cal |
| pre served′ | an tique′ | sar coph′a gi |

**11.** How many homes are embittered by fretfulness or jealousy, how many illnesses aggravated by peevishness or discontent, for want of knowing how to commence the difficult task of self-control.

— SELECTED.

| | | |
|---|---|---|
| em bit′tered | fret′ful ness | ag′gra va ted |
| pee′vish ness | dis con tent′ | self-con trol′ |

**12.** If you have not slept, or if you have slept, or if you have a headache, or sciatica, or leprosy, or thunder-stroke, I beseech you by all the angels to hold your peace, and not pollute the morning, to which all the housemates bring serene and pleasant thoughts, by corruption and groans.

— RALPH W. EMERSON.

| | | |
|---|---|---|
| sci at′i ca | se rene′ | thun′der-stroke |
| pol lute′ | lep′ro sy | cor rup′tion |
| | groans | |

**13.** My mother's influence in molding my character was conspicuous. She forced me to learn daily long chapters of the Bible by heart. To that discipline and patient accurate resolve, I owe not only much of my general power of taking pains, but the best part of my taste for literature.

— JOHN RUSKIN.

| | | |
|---|---|---|
| mold'ing | con spic'u ous | chap'ters |
| dis'ci pline | lit'er a ture | |

**14.** "According to the most authentic records, my dear children," said Grandfather, "the chair, about this time, had the misfortune to break its leg. It then ceased to be the seat of the governors of Massachusetts; for, assuredly, it would have been ominous of evil to the Commonwealth if the chair of state had tottered upon three legs."

— NATHANIEL HAWTHORNE.

| | | |
|---|---|---|
| au then'tic | rec'ords | mis for'tune |
| om'i nous | com'mon wealth | tot'tered |

**Reproduction.** Copy the following selection, and be most particular about every punctuation mark:

"I think," said the child, with grave contempt, — "I think I shall dig a hole and bury my doll." "Poor thing," said I, "what has she done?" "Why," replied the child, in a sharp tone of injured feeling, "she's no use at all. I'm always saying, 'How do you do?' to her, and she — she never says, 'Very well, thank you.'"

**15.** Being, therefore, sold at auction — alas! what a vicissitude for a chair that had figured in such high company! — our venerable friend was knocked down to a certain Captain John Hull. This old gentleman, on carefully examining the maimed chair, discovered that its broken leg might be clamped with iron and made as serviceable as ever.

| | | | |
|---|---|---|---|
| auc'tion | vi cis'si tude | ven'er a ble | ser'vice a ble |
| care'ful ly | maimed | clamped | |

**16.** "A Continental Congress assembled at Philadelphia," said Grandfather, "and proposed such measures as they thought most conducive to the public good. A Provincial Congress was likewise chosen in Massachusetts. They exhorted the people to arm and discipline themselves. A great number of minute-men were enrolled."

| | | |
|---|---|---|
| con ti nen'tal | pro posed' | con du'cive |
| pro vin'cial | ex hort'ed | en rolled' |

**17.** "I was not aware," said Grandfather, with a civil salutation to his oaken companion, "that you possessed the faculty of speech. Otherwise I should often have been glad to converse with such a solid, useful, and substantial, if not brilliant, member of society."

— NATHANIEL HAWTHORNE.

| | | |
|---|---|---|
| a ware' | sal u ta'tion | fac'ul ty |
| con verse' | sub stan'tial | so ci'e ty |

**18.** Nature is refining, elevating. How cunningly she hides every wrinkle of her inconceivable antiquity under roses, and violets, and morning dew! Every inch of the mountains is scarred by unimaginable convulsions, yet the new day is purple with the bloom of youth and love.

— RALPH W. EMERSON.

re fi'ning cun'ning ly in con ceiv'a ble
el'e va ting wrin'kle un im ag'i na ble
con vul'sions an tiq'ui ty

**19.** The riches of scholarship, the benignities of literature, defy fortune and outlive calamity. As they cannot be inherited, so they cannot be alienated; but they may be shared, they may be distributed, and it is the object and office of a free public library to perform these beneficent functions.

— JAMES RUSSELL LOWELL.

schol'ar ship be nig'ni ties in her'i ted a'lien a ted
dis trib'u ted be nef'i cent func'tions

**20.** "Read not," says Lord Bacon in his Essay of Studies, "to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

es'say con tra dict' con fute' dis course' di gest'ed

**21.** The "Song of Hiawatha," published in 1855, met with greater appreciation than any of Longfellow's previous writings. The poem depicts with fidelity and truth the beautiful traditions of Indian life. The vivid portrayal shows an insight into the subject which could have been gained only by Longfellow's personal association with the Indian.

| | | | |
|---|---|---|---|
| pub'lished | ap pre ci a'tion | de picts' | fi del'i ty |
| tra di'tions | as so ci a'tion | viv'id | por tray'al |

**22.** And a hundred suns seemed looking
At the combat of the wrestlers.
Suddenly upon the greensward
All alone stood Hiawatha,
Panting with his wild exertion,
Palpitating with the struggle;
And before him, breathless, lifeless,
Lay the youth, with hair disheveled.
Plumage torn, and garments tattered,
Dead he lay there in the sunset.

— HENRY W. LONGFELLOW.

| | | | |
|---|---|---|---|
| com'bat | pal'pi ta ting | green'sward | ex er'tion |
| wres'tler | di shev'eled | plu'mage | tat'tered |

**Suggestion.** Read carefully at home the "Song of Hiawatha." This may take two or three weeks. Then in school write the story that Longfellow told in his poem, using about 200 words. Close the account by a short quotation that appeals to you most strongly.

**23.** At the request of our inspector, a representative of the committee on vocational schools addressed the class. Referring to letters received, he said, "Here is an application for a position; here a letter of complaint; another, enclosing a statement of expenses: all are of faulty construction."

| | | | |
|---|---|---|---|
| in spect'or | com mit'tee | rep re sent'a tive | con struc'tion |
| re fer'ring | vo ca'tion al | ap pli ca'tion | ex pen'ses |

**24.** "The relations of the writer to the one addressed," he continued, "determine the form of the complimentary close. In letters of friendship it is customary to use, 'Yours affectionately,' or 'Yours sincerely.' Occasionally, 'Cordially yours,' is used in a friendly letter, but in business letters 'Yours respectfully,' is better form."

| | | |
|---|---|---|
| re la'tions | cus'tom a ry | sin cere'ly |
| com pli men'ta ry | af fec'tion ate ly | oc ca'sion al ly |
| cor'dial ly | | re spect'ful ly |

**25.** After the Revolution the South lay dormant. Her plantations were mortgaged; her population was decreasing; industries were few and employment scarce. Then, in 1793, came the invention of the cotton-gin by Eli Whitney. "Seldom," says the historian, "has an economic force been so great a factor in the life of any people."

| | | | |
|---|---|---|---|
| dor'mant | plan ta'tions | mort'gaged | pop u la'tion |
| de creas'ing | his to'ri an | ec o nom'ic | fac'tor |

**26.** The word "gin" is an abbreviation of engine. The cotton-gin is a machine for separating the seeds from the cotton fiber. With the cotton-gin a slave could separate, without tedious labor, fifty times as much cotton as he could by hand. Eventually cotton became a leading agricultural production of the South.

| | | |
|---|---|---|
| ab bre vi a'tion | te'di ous | ag ri cul'tur al |
| fi'ber | e ven'tu al ly | pro duc'tion |

**27.** With the expansion of the cotton industry came an increased demand for slaves. One writer has said of Whitney: "He was, through his invention, probably one of the most potent agencies for the extension of slavery." Undoubtedly the cotton-gin contributed largely to the bitter struggle culminating in the Civil War.

| | | | |
|---|---|---|---|
| ex pan'sion | con trib'u ted | a'gen cies | po'tent |
| un doubt'ed ly | cul'mi na ting | ex ten'sion | |

**28.** Formerly an expensive article, cotton now became cheap, and the demand for cotton wearing apparel increased. In the North the manufacture of cotton goods increased proportionally. As these goods came into competition with cotton goods from Europe, where factory labor was cheap, the manufacturers declared that a tariff or protective tax was desirable.

| | | | |
|---|---|---|---|
| ex pen'sive | pro por'tion al ly | tar'iff | ap par'el |
| com pe ti'tion | pro tect'ive | | de sir'a ble |

**29.** The South having no manufactures to protect, insisted upon free trade. Her leaders declared that a protective tariff was unconstitutional. The perplexing question began to assume significant proportions, and has since been of paramount issue. Shall we have tariff for revenue only, or a high protective tariff with frequent revision of schedules?

| | | |
|---|---|---|
| un con sti tu'tion al | as sume' | par'a mount |
| re vi'sion | per plex'ing | sig nif'i cant |
| rev'e nue | | sched'ules |

**30.** When my eyes shall be turned to behold, for the last time, the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union; on States dissevered, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, in fraternal blood!

— DANIEL WEBSTER.

| | | |
|---|---|---|
| dis hon'ored | frag'ments | dis sev'ered |
| bel lig'er ent | drenched | fra ter'nal |
| | feuds | |

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *acy* = being; state of being

accuracy, state of being accurate.
delicacy, state of being delicate.
obstinacy, state of being obstinate.

II. *ish* = somewhat; belonging to; like

greenish, somewhat green.
Spanish, belonging to Spain.
foolish, like a fool.

III. *ar, er, or* = one who; that which

beggar, one who begs.
reminder, that which brings back to mind; that which recalls.
director, one who directs; a leader.

IV. *less* = without

friendless, without a friend.
cloudless, without a cloud.
noiseless, without noise; quiet.

V. *ness* = having the quality of; state of being

laziness, state of being lazy.
clearness, having the quality of being clear.
wildness, state or quality of being wild; untamed state.

VI. *an, ian* = one who; pertaining to

American, one who is a native of America; pertaining to America.
musician, one who excels in music.
historian, one who writes history.

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. *se* = aside or apart

secede (cedo, cessum), to go apart; to separate.
seclude (claudo, clausum), to shut up apart; to withdraw.
select (lego, lectum), to gather apart; to choose.

II. *with* = from; against

withdraw, to draw from; to remove; to recall.
withhold, to hold from; to restrain; decline to grant.
withstand, to stand against; to oppose; to resist.

III. *e, ex* = out; out of

educate (duco, ductum), to lead out; to instruct.
eject (jacio, jactum), to cast out.
extract (traho, tractum), to draw or pull out.

IV. *re* = back; again

recede (cedo, cessum), to go back; to retreat.
revoke (voco, vocatum), to call back; to repeal.
refuse (fundo, fusum), to pour back; to deny; to decline.

V. *im, in* = into; in; not

immortal (mors, mortis), not subject to death; unchanging.
impress (premo, pressum), to press into; to imprint.
include (claudo, clausum), to shut in; to comprise.

VI. *pre* = before

prefix, something fixed or put before.
prevent (venio, ventum), to come before; to stop or hinder.
predict (dico, dictum), to tell before; to foretell.

## STEMS

A stem is a foundation word to which prefixes and suffixes may be added. The most important stems used in our language are taken from the Latin and Greek.

I. *capio, captum* (*cipio, ceptum*) = to take

capable, able to take; efficient.
captive, one who is taken; a prisoner.
except, to take out; to leave out.

II. *doceo, doctum* = to teach

docile, easily taught; gentle.
doctor, one who teaches; a learned man.
doctrine, a thing taught; a principle of belief.

III. *porto, portatum* = to carry; to bring

export, to carry out; to send to another country.
import, to bring in; to introduce from abroad.

porter, one who carries burdens for hire.
support, to carry beneath; to keep from falling.

IV. *scribo, scriptum* = to write

inscribe, to write in or on; to engrave.
prescribe, to write before; to give as a law or direction.
postscript, a writing after; something added to a letter after it is signed.
circumscribe, to write around; to limit.

V. *pono, positum* = to put; to place

expose, to place open; to show openly.
repose, to place back; to rest.
impostor, one who puts a false character in or upon; a deceiver.

VI. *traho, tractum* = to draw; to take

extract, to draw or pull out.
distract, to draw away; to confuse; disturb.
treaty, an agreement drawn in formal manner; a contract between two or more nations.

## SYNONYMS

Synonyms are words of like significance in the main; with a large extent of ground which they occupy in common, but also with something of their own, private and peculiar, which they do not share with one another. From Trench's Lectures "On the Study of Words."

I. Pride — Vanity

*Pride* — An unreasonable belief in one's superiority as regards wealth, beauty, talents, etc.

*Vanity* — A desire to gain admiration in a small way.

*Pride* and *vanity* both have some foundation in fact. A man is *proud* of his literary talent, of his wealth or rank; he is *vain* of his dress or person. *Pride* is associated with strength and *vanity* with weakness.

II. Custom — Habit

*Custom* — The frequent repetition of the same act.

*Habit* — The effect of such repetition.

*Custom* is chiefly concerned with the action of many; *habit* with the action of one. We speak of the *customs* of society, and the *habits* of individuals.

III. Enough — Sufficient

*Enough* — Adequate for the demand or expectation.

*Sufficient* — All that is really needful.

A greedy child may have a *sufficient* amount of candy, but this may not be *enough* to satisfy him. We speak of *enough* food and of *sufficient* time.

IV. Modest — Bashful

*Modest* — Marked by reserve or propriety.

*Bashful* — Shrinking from public notice; easily confused.

A person may be *modest* in the display of his talents to others; he is *bashful* when he shrinks from another without cause.

V. Industry — Diligence

*Industry* — Habitual and steady application to work.

*Diligence* — Careful and persevering effort to accomplish what is undertaken. A pupil may be *diligent* for a time without meriting the title of *industrious*. If you have talents, *industry* will improve them.

VI. Clumsy — Awkward

*Clumsy* — Uncouth and bungling.

*Awkward* — Ungraceful in person or manner. An *awkward* person may become graceful by training, but a *clumsy* person can never lose his clumsiness. We speak of *clumsy* fingers and of an *awkward* manner.

VII. Character — Reputation

*Character* — The sum of a man's qualities.

*Reputation* — The estimation in which a person is held by others. *Character* is what one is; *reputation* is what one is thought to be. We speak of a person having a fine or sterling *character*, and of possessing an excellent *reputation*.

VIII. Education — Instruction

*Education* — A systematic development of the mind.

*Instruction* — Literally a building up, or storing the mind with useful information. A person may be instructed about many things, and yet not be really educated. *Education* properly belongs to the period of childhood and youth; *instruction* may be given at different ages.

# SEVENTH YEAR — SECOND HALF

**1.** Dr. Butler of Columbia University holds that a person possessing these qualifications is fully educated:

Correctness and precision in the use of the mother tongue; those refined and gentle manners which are the fixed habits of thought and action; the power and habit of reflection; the power of intellectual growth; efficiency, the power to do.

| | | |
|---|---|---|
| u ni ver'si ty | re flec'tion | qual i fi ca'tions |
| in tel lec'tu al | pre ci'sion | ef fi'cien cy |

**2.** Colonel Roosevelt says, "Character is resolution, courage, energy, power of self-control combined with fearlessness in taking the initiative and assuming responsibility; a just regard for the rights of others, together with unflinching determination to succeed, no matter what obstacles and barriers have to be beaten down."

| | | | |
|---|---|---|---|
| colo'nel | de ter mi na'tion | un flinch'ing | res o lu'tion |
| bar'ri ers | re spon si bil'i ty | as su'ming | in i'ti a tive |

**3.** The dictagraph is an instrument for magnifying and transmitting sound. It is sometimes used to carry the conversation of persons suspected of crime. Because of its convenience, detectives frequently have recourse to this method of securing evidence.

| | | |
|---|---|---|
| dic'ta graph | mag'ni fy ing | con ve'nience |
| re course' | trans mit'ting | de tect'ives |

**4.** To avoid confusion in computing time and in the narration of events in chronological sequence, a uniform calendar is indispensable.

A natural or solar year is the time required by the earth to make one revolution around the sun. The calendar year is arranged to correspond with the solar year.

| | | | |
|---|---|---|---|
| con fu′sion | chron o log′i cal | cal′en dar | com pu′ting |
| se′quence | in dis pen′sa ble | nar ra′tion | u′ni form |

**5.** Julius Cæsar with the help of a Greek astronomer amended the irregular Roman calendar. They planned to have the year consist of three hundred sixty-five and a quarter days, and in order to dispense with the fraction, designated every fourth year as leap year. This was, however, eleven minutes in excess of the true year.

| | | | |
|---|---|---|---|
| Ju′li us | ir reg′u lar | as tron′o mer | des′ig na ted |
| ex cess′ | a mend′ed | dis pense′ | |

**6.** These minutes accumulated until in 1582 they amounted to ten days. To rectify the error Pope Gregory XIII ordered that ten days be omitted. He also originated the Gregorian calendar which decreed that years which may be evenly divided by one hundred but not by four hundred are not leap years.

| | | | |
|---|---|---|---|
| ac cu′mu la ted | o rig′i na ted | rec′ti fy | Greg′o ry |
| | o mit′ted | de creed′ | Gre go′ri an |

7. Thus, while 1600 was a leap year, 1700 was not. This method of reckoning makes the calendar year almost identical with the solar year.

To have the majority of countries using exactly the same calendar is very convenient. Russia did not acknowledge the authority of Pope Gregory and still adheres to the old calendar.

| | | |
|---|---|---|
| reck'on ing | ex act'ly | i den'tic al |
| ac knowl'edge | ma jor'i ty | ad heres' |

8. Proper breathing exercises are of great value. It is not necessary to have an elaborate system. One very good exercise consists in inhaling a deep breath through the nostrils, retaining it a few seconds, and then, with the lips adjusted as though one intended to whistle, expelling it slowly through the contracted orifice.

| | | | |
|---|---|---|---|
| e lab'o rate | re tain'ing | in ha'ling | ad just'ed |
| nos'trils | ex pel'ling | con tract'ed | or'i fice |

9. Relative to the habit of cigarette smoking, Edison, the Wizard of Menlo Park, says: "The substance formed from the burning paper wrapper has a violent action on the nerve centers, producing degeneration of the cells of the brain. Unlike the effect of most narcotics, this degeneration is permanent and uncontrollable."

| | | | |
|---|---|---|---|
| rel'a tive | sub'stance | cig a rette' | pro du'cing |
| wiz'ard | de gen er a'tion | nar cot'ics | un con trol'la ble |

**10.** If you are tempted to be angry, pause a moment and still the rising activities. Deal in the same way with the tendency to be annoyed, resentful, or depressed. Remember that if you spare yourself these useless expenditures of force, you husband and increase your energy.

— HORATIO W. DRESSER.

| | | |
|---|---|---|
| ac tiv'i ties | re sent'ful | tend'en cy |
| de pressed' | an noyed' | ex pend'i tures |

**11.** Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament.

— PATRICK HENRY.

| | | |
|---|---|---|
| pe ti'tioned | pros'tra ted | re mon'stra ted |
| in ter po si'tion | sup'pli ca ted | ty ran'nic al |
| | min'is try | |

**12.** Science, which is knowledge systematized, has contributed powerfully to the well-being and progress of mankind. Every new invention is the embodiment of some scientific idea. Discoveries in science, which seem remote from the interests of every-day life, ultimately confer incalculable benefits on mankind.

| | | | |
|---|---|---|---|
| sci'ence | pow'er ful ly | sci en tif'ic | prog'ress |
| sys'tem a tized | ul'ti mate ly | in cal'cu la ble | |

**13.** Science has greatly advanced the medical profession; thus it has lengthened life; it has increased the fertility of the soil; it has lighted up the night with the splendor of the day; it has extended the range of human vision, and has annihilated distance.

| | | | |
|---|---|---|---|
| ad vanced′ | fer til′i ty | med′i cal | splen′dor |
| an ni′hi la ted | length′ened | vi′sion | |

**14.** Laziness is a vice because it sacrifices the permanent interest of self-support to the temporary inclination to indolence and ease. Laziness is weakness, submission, defeat, slavery to feeling and circumstance; and these are the universal characteristics of vice.

— Wm. De Witt Hyde, D.D.

| | | |
|---|---|---|
| la′zi ness | in cli na′tion | self-support′ |
| tem′po ra ry | sub mis′sion | char ac ter is′tics |
| | in′do lence | |

**15.** In equatorial regions where the rainfall is abundant, forest vegetation is wonderfully dense and luxuriant. The great trees stand close together, their branches intermingling. They are often covered and interlaced with hundreds of climbing vines and air plants.

| | | |
|---|---|---|
| e qua to′ri al | won′der ful ly | a bun′dant |
| veg e ta′tion | in ter min′gling | in ter laced′ |
| | lux u′ri ant | |

**16.** Many warm-blooded animals, such as whales, porpoises, seals, and walruses, live part or all of the time in the sea, but come to the surface to breathe. Hosts of true fishes, as sharks, mackerel, halibut, sturgeon, and the many kinds of shell-fish, as oysters and lobsters, can live and breathe under water.

| | | | |
|---|---|---|---|
| por′pois es | mack′er el | wal′rus es | hal′i but |
| lob′sters | breathe | stur′geon | |

**17.** Light penetrates the ocean to a comparatively slight depth and the water is very cold; hence vegetable life is more plentiful in shallow water, near the surface. This being true, animal life is more abundant there also, though some marine animals make their habitations at the bottom of the sea.

| | | | |
|---|---|---|---|
| pen′e trates | plen′ti ful | com par′a tive ly | shal′low |
| hab i ta′tions | depth | ma rine′ | |

**18.** The Yellowstone National Park is a tract of land originally comprising 3575 square miles in northwestern Wyoming. It was set apart by the Federal government to preserve from destructive molestation, the most remarkable group of natural features and phenomena known within the boundaries of the United States.

| | | |
|---|---|---|
| com pri′sing | Wy o′ming | fed′er al |
| mol es ta′tion | phe nom′en a | bound′a ries |

**19.** The park contains wonderful geysers from which water and steam are ejected in fountain-like columns. The locality also abounds in hot springs in which are found mineral deposits. Mountains, evidently of volcanic origin though now extinct, rise in great grandeur upon a plateau.

| | | |
|---|---|---|
| gey'sers | de pos'its | ex tinct' |
| ev'i dent ly | gran'deur | lo cal'i ty |
| vol can'ic | pla teau' | |

**20.** Of the geysers, Excelsior is the greatest in size. Old Faithful is entitled to its name because of its regularity. Frequent observations have proved the well-nigh incredible fact, that at each eruption, which is of regular recurrence every sixty-four minutes, Old Faithful discharges one and a half million gallons of water.

| | | | |
|---|---|---|---|
| ex cel'si or | ob ser va'tion | en ti'tled | in cred'i ble |
| reg u lar'i ty | e rup'tion | re cur'rence | dis char'ges |

**21.** The falls and canyons of the Yellowstone are considered the most wonderful in the world. Petrified trees are common. Wild animals may be approached near enough to be photographed. Travelers come from every quarter of the globe. All sorts of transportation facilities may be secured or, if preferable, one may use a private equipment.

| | | | |
|---|---|---|---|
| can'yon | trans por ta'tion | pet'ri fied | fa cil'i ties |
| pho'to graphed | e quip'ment | pref'er a ble | |

**22.** The greatest vigilance is observed by the park custodians. Regulations prescribe that visitors shall not remove specimens or post advertisements. Visitors are also prohibited from injuring any living thing except in self-defense. No one is permitted to remove any object except for scientific purposes, and under the strictest scrutiny.

| | | |
|---|---|---|
| vig'i lance | spec'i mens | cus to'di ans |
| pre scribe' | pro hib'it ed | self-de fense' |
| ad ver tise'ment | | scru'ti ny |

**23.** Rip looked and beheld a precise counterpart of himself — apparently as lazy, and certainly as ragged. The poor fellow was now completely confounded. He doubted his own identity, and whether he was himself or another man. In the midst of his bewilderment, the man in the cocked hat demanded who he was.

— WASHINGTON IRVING.

| | | |
|---|---|---|
| pre cise' | coun'ter part | ap par'ent ly |
| con found'ed | i den'ti ty | be wil'der ment |

**24.** "An ounce of prevention is worth a pound of cure." How many disastrous fires could be prevented if we realized the truth of this maxim, and exercised proper care in handling inflammable fluids like alcohol, kerosene, gasoline, naphtha, and turpentine.

| | | | |
|---|---|---|---|
| pre ven'tion | ın flam'ma bie | dis as'trous | al'co hol |
| max'im | ker'o sene | gas'o line | naph'tha |

**25.** Numerous are the appliances used in a city fire department: axes, ladders, chemical engines, water-towers, door-openers for opening a door without damaging it, and many other ingenious contrivances. When raised perpendicularly by hydraulic pressure, the water-tower can direct a vast volume of water into a building.

| | | |
|---|---|---|
| nu'mer ous | chem'ic al | in gen'ious |
| per pen dic'u lar ly | ap pli'an ces | dam'a ging |
| con tri'van ces | hy drau'lic | pres'sure |

**26.** The soldier is animated by the noblest sentiment in the heart of man, — the welfare of his country. The fireman has not this incentive; yet it is an undeniable fact, that in fulfilling his duty, he often exhibits a bravery unsurpassed in the annals of war.

| | | | |
|---|---|---|---|
| an'i ma ted | in cen'tive | sen'ti ment | un de ni'a ble |
| wel'fare | ful fil'ling | an'nals | |

**27.** To secure practical instruction in the course in business methods, it has been suggested that the classes be supplied with printed forms of receipts, absence blanks, investigation slips, invoices, and promissory notes.

| | | |
|---|---|---|
| sug gest'ed | re ceipts' | in ves ti ga'tion |
| ab'sence | in'voi ces | prom'is so ry |

**Language work.** Write the plural form of volume, country, class, department, duty, fireman.

**28.** Pupils must have daily practice in filling out these blanks. They will be required to affix their signatures to the tickets attached to the blanks, and file the same with the secretary. In estimating the value of these exercises a premium is to be placed on neatness, accuracy, and legibility.

| | | |
|---|---|---|
| sig'na tures | sec're tar y | es'ti ma ting |
| pre'mi um | ac'cu ra cy | leg i bil'i ty |

**29.** When a man has become impoverished by fraud, or has been deprived dishonestly of what is rightfully his own, his poverty is no disgrace; but the destitution following in the wake of extravagance and self-indulgence is not only disgraceful but demoralizing.

| | | |
|---|---|---|
| im pov'er ished | dis grace'ful | self-in dul'gence |
| right'ful ly | des ti tu'tion | ex trav'a gance |
| | de mor'al iz ing | |

**30.** Six things are requisite to create a happy home. Integrity must be the architect and tidiness the upholsterer. It must be warmed by affection, lighted up with cheerfulness, and industry must be the ventilator, renewing the atmosphere, and bringing in fresh salubrity day by day.

— HAMILTON.

| | | |
|---|---|---|
| req'ui site | ti'di ness | up hol'ster er |
| ven'ti la tor | at'mos phere | sa lu'bri ty |

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *ard* = one who

sluggard, one who is lazy or idle; a drone.
dotard, one whose mind is impaired; one given to foolish affections.
niggard, one who is a miser.

II. *dom* = place where; state of being

dukedom, place where a duke reigns.
freedom, state of being free; liberty.
wisdom, state of being wise; knowledge.

III. *ive* = one who; having power

captive (capio, captum), one who is taken; a prisoner.
preventive, having power to prevent.
corrective, having power to correct.

IV. *ment* = act of; state of being; that which

chastisement, act of punishment.
excitement, state of being excited; agitation.
accompaniment, that which accompanies.

V. *ery, ry* = state of being; place where; art or practice

bravery, state of being brave; heroism.
bakery, place where baking is done.
dentistry, art or practice of a dentist.

VI. *ble, able, ible* = that may or can be; worthy of

noble (nosco, notum), worthy of being known; high-minded.
blamable, that may or can be blamed; faulty.
discernible, that may or can be seen.

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. *sine* (*sim*) = without

sinecure (cura), without care; a position with few duties.
sincere (cera), without wax (formerly applied to honey); true; real; genuine.
simple (plice), without fold; plain; clear.

II. *ob* (*oc, of, op*) = in the way; against; before

object (jacio, jactum), to throw before; to oppose.
offend (fendo, fensum), to strike against; to displease.
oppose (pono, positum), to put in the way; to object to.

III. *be* = to make

benumb, to make numb; to stupefy.
becalm, to make calm; to make quiet.

IV. *con* (*co, col, com, cor*, etc.) = together; with

connect (necto, nexum), to tie together; to join.
collect (ligo, ligatum), to gather together; to assemble.

V. *pro* = for; forward; out.

proceed (cedo, cessum), to go forward; to continue.
propel (pello, pulsum), to drive forward; force onward.
proclaim (clamo, clamatum), to call out; to announce.

VI. *de* = down; from

depose (pono, positum), to put down; to remove.
decline (clino), to bend down; to refuse.
depend (pendeo), to hang from; to rely on.

## STEMS

A stem is a foundation word to which prefixes and suffixes may be added. The most important stems used in our language are taken from the Latin and the Greek.

I. *annus* (*enn*) = a circle; a year

annual, pertaining to a year; yearly.
annuity, state of being a year; a yearly allowance.
biennial, occurring every two years.

II. *habeo, habitum* (*hibio, hibitum*) = to have; to hold; to dwell

inhabitant, one who dwells in a certain place.
exhibit, to hold out; to display.
disable, to have or hold from; to impair.

III. *video, visum* = to see

evident, seeing out; plain; apparent.
invisible, that may or cannot be seen; imperceptible.
provident, seeing forward; providing for; careful.

IV. *moveo, motum* = to move

remove, to move back; to put from place to place.
movable, that may or can be moved.
emotion, a moving out; excitement of mind.

V. *fero, latum* = to bear; to carry; to bring

refer, to bear back; to allude; to give to another for decision.
offer, to bear before; to present for acceptance.
dilate, to carry apart; to expand or swell.

VI. *dico, dictum* = to say

dictate, to say in an authoritative manner; to utter.
contradict, to say against; to deny or oppose.
predict, to say or tell before; to foretell.

## SYNONYMS

Synonyms are words of like significance in the main; with a large extent of ground which they occupy in common, but also with something of their own, private and peculiar, which they do not share with one another. From Trench's Lectures "On the Study of Words."

I. Beautiful — Pretty

*Beautiful* — Excelling in form or grace.

*Pretty* — Marked by beauty of a delicate or inferior kind. *Pretty* denotes the same qualities as *beautiful* does, but in a far less degree. We speak of *beautiful* scenery or a *beautiful* thought; we speak of a *pretty* dress or hat.

II. Expect — Hope

*Expect* — To look forward to, as certain or probable.

*Hope* — To desire strongly. We may *expect* an occurrence which will give us pain, but we do not *hope* for it. We *expect* a letter; the old must *expect* to die. In bad weather we *hope* it will soon clear.

III. Obstinate — Stubborn

*Obstinate* — Unyielding to argument, and bent on having one's own way.

*Stubborn* — Inflexible in opinion or intention. The most amiable person may be *obstinate* on some one point; the *stubborn* person is for the most part habitually so. We speak of a *stubborn* horse or mule. One's plans may meet with *obstinate* opposition.

IV. Acknowledge — Confess

*Acknowledge* — To own or admit.

*Confess* — To admit oneself to be guilty. We *acknowledge* what we have done, good or bad; we *confess* our faults. A person *acknowledges* that he assisted another; he *confesses* that he told an untruth.

V. Announce — Proclaim

*Announce* — To publish the intelligence of.

*Proclaim* — To announce aloud or in a public manner. A thing is *announced* in a formal manner to many or few; it is *proclaimed* to the neighborhood. A guest is *announced;* peace is *proclaimed.*

VI. Delicious — Delightful

*Delicious* — Extremely pleasant to the senses.

*Delightful* — Affording delight or pleasure to the mind. We speak of *delicious* fruit or a *delicious* odor; we speak of *delightful* music or of *delightful* scenery, because in the latter instances the higher senses are appealed to.

VII. Behavior — Conduct

*Behavior* — Manner of conducting oneself; deportment.

*Conduct* — The deeds of a person collectively considered. *Behavior* is our action in the presence of others; *conduct* includes also that which is known only to ourselves. We may admire the *behavior* of a person on the street or in church; we may say that a man's *conduct* has always been beyond reproach.

VIII. Enemy — Foe

*Enemy* — One who is unfriendly.

*Foe* — One who entertains resentment or malice toward another. An *enemy* is not so formidable as a *foe;* the former may be reconciled, but the latter never. A man may be an *enemy* to himself, but not a *foe.*

# EIGHTH YEAR — FIRST HALF

**1.** There is always a new horizon for onward-looking men, and although we dwell on a small planet, immersed in petty business and not enduring beyond a brief period of years, we are so constituted that our hopes are inaccessible, like stars, and the term of hoping is prolonged until the term of life.

— ROBERT L. STEVENSON.

| | | | |
|---|---|---|---|
| ho ri'zon | im mersed' | pe'ri od | in ac ces'si ble |
| brief | pro longed' | con'sti tu ted | ho'ping |

**2.** All nature is but art, unknown to thee;
All chance, direction, which thou canst not see;
All discord, harmony, not understood;
All partial evil, universal good;
And spite of pride, in erring reason's spite,
One truth is clear, — whatever is, is right.

— ALEXANDER POPE.

| | | | | |
|---|---|---|---|---|
| dis'cord | par'tial | er'ring | har'mo ny | what ev'er |

**3.** In the fifteenth century the interior of France was devastated by years of ceaseless warfare over the succession to the throne. The claimants were the Dauphin, or eldest son of the French king, and Henry V of England. The latter had contracted an alliance with a French princess, and insisted on the recognition of their son.

| | | | |
|---|---|---|---|
| in te'ri or | cease'less | suc ces'sion | al li'ance |
| dev'as ta ted | war'fare | claim'ants | rec og ni'tion |

**4.** In accordance with an invariable custom, the hereditary kings of France were always crowned in the cathedral at Rheims. Charles, the Dauphin, felt confident that if he could be duly crowned as the rightful sovereign, his claim would then be indisputable.

| | | |
|---|---|---|
| ac cord'ance | he red'i ta ry | du'ly |
| in va'ri a ble | con'fi dent | in dis'pu ta ble |

**5.** The ceremony was impossible, however, because Rheims was occupied by a formidable garrison of English soldiers. Charles did not seem capable of capturing the city, because he was devoid of the necessary heroism, and spent his time participating in trivial pleasures inaugurated for his diversion in the castles south of Orleans.

| | | | |
|---|---|---|---|
| for'mi da ble | ca'pa ble | her'o ism | triv'i al |
| gar'ri son | de void' | par tic'i pa ting | di ver'sion |

**6.** Orleans was the most strongly fortified city of France, and the inhabitants sincerely sympathized with their king. The program of the English was to capture the city despite its stubborn resistance. "The Story of Joan of Arc" by Andrew Lang tells very simply how the city was miraculously saved by a lowly peasant girl.

| | | | |
|---|---|---|---|
| for'ti fied | sym'pa thized | stub'born | mi rac'u lous ly |
| pro'gram | in hab'it ants | peas'ant | re sist'ance |

**7.** Joan of Arc was born in Domremy in 1412 of devout parents, whose great anxiety was to rear their family in the fear of God. Her early years, filled with monotonous duties, gave no hint of the subsequent tragedy of her life. On account of poverty, she had scant leisure and was grateful for simple pleasures.

| | | | |
|---|---|---|---|
| de vout′ | mon ot′o nous | trag′e dy | lei′sure |
| anx i′e ty | sub′se quent | pov′er ty | grate′ful |

**8.** When she was thirteen, Joan reached a crisis in her life. Her demeanor changed entirely, and she declared celestial voices were perpetually telling her that she was destined to deliver France from the English. Even those who thought the voices imaginary said, "She seems marvelously happy, lifting her eyes to Heaven."

| | | |
|---|---|---|
| cri′sis | ce les′tial | per pet′u al ly |
| de mean′or | des′tined | im ag′i na ry |

**9.** When Joan was sixteen, she affirmed most forcibly that she heard a constant repetition of the prophetic voices. She said the call was irresistible and that despite all consequences, she must seek the Dauphin. She declared in the most fervent manner that she heard: "Daughter of God, go on! I shall be with you."

| | | | |
|---|---|---|---|
| af firmed′ | rep e ti′tion | con′se quèn ces | fer′vent |
| for′ci bly | pro phet′ic | ir re sist′i ble | |

**10.** As nothing seemed to discourage Joan, her father finally sanctioned her departure. When she reached the castle, she did not appear embarrassed either by the sumptuous surroundings or by the unaccustomed court etiquette. She simply begged the privilege of being taken into the presence of the Dauphin.

| | | |
|---|---|---|
| em bar'rassed | et'i quette | sanc'tioned |
| sump'tu ous | priv'i lege | un ac cus'tomed |

**11.** When the Dauphin received the Maid, he wore a costume of severe simplicity, in order to deceive her, but she went directly to him and knelt at his feet. He thought this convincing evidence of her divine power, and at her earnest solicitation, he promised to terminate the gayeties at court and advance against the English who were besieging Orleans.

| | | | |
|---|---|---|---|
| cos'tume | de ceive' | gay'e ties | |
| se vere' | so lic i ta'tion | be sieg'ing | ter'mi nate |

**12.** The Dauphin, who was usually indifferent and vacillating, became suddenly imbued with the righteousness of their cause. He and the Maid marched with great rapidity to Orleans, thwarted the plans of the English, and raised the siege. The people received them in the most enthusiastic manner, and Joan has since been known as the "Maid of Orleans."

| | | | |
|---|---|---|---|
| in dif'fer ent | en thu si as'tic | im bued' | thwart'ed |
| vac'il la ting | right'eous ness | ra pid'i ty | |

**13.** The surrender of the English removed the last vestige of opposition in southern France. The Maid counseled the Dauphin to proceed at once to Rheims, and he felt that the time was propitious for continuing his campaign. He entered Rheims accompanied by the Maid and was crowned in the great cathedral.

| | | | |
|---|---|---|---|
| sur ren'der | ves'tige | op po si'tion | coun'seled |
| pro pi'tious | con tin'u ing | cam paign' | ac com'pa nied |

**14.** The French were indebted to Joan for many victories, but when she was taken captive, no one attempted to rescue her from martyrdom. The English, clamorous for her life, tried her for being a witch. She was finally condemned to be burned. There was no one to intercede for her, so she paid for her loyalty with her life.

| | | | |
|---|---|---|---|
| in debt'ed | cap'tive | clam'or ous | witch |
| con demned' | in ter cede' | loy'al ty | mar'tyr dom |

**15.** An eminent French artist, Bastien-Lepage, has painted an exquisite picture called "Joan of Arc Listening to the Voices." It is a representation of Joan of Arc wearing a mournful expression and gazing into the depths of the forest. The phantom figure at her right represents the guardian spirit on whose counsel she was dependent.

| | | | |
|---|---|---|---|
| em'i nent | mourn'ful | phan'tom | |
| ex'qui site | guard'i an | rep re sen ta'tion | de pend'ent |

**16.** It is by affliction that the heart of man is purified, and the thoughts are fixed on a better state. Prosperity, alloyed and imperfect as it is, has power to intoxicate the imagination, and to make him who enjoys affluence and honors forget the hand by which they were bestowed.

— Dr. Samuel Johnson.

| | | |
|---|---|---|
| pu'ri fied | im per'fect | im ag i na'tion |
| al loyed' | in tox'i cate | af'flu ence |

**17.** Don't flatter yourself that friendship authorizes you to say disagreeable things to your intimates. On the contrary, the nearer you come into relation with a person, the more necessary do tact and courtesy become. Except in cases of necessity, leave your friend to learn unpleasant truths from his enemies.

— Oliver W. Holmes.

| | | |
|---|---|---|
| flat'ter | dis a gree'a ble | con'tra ry |
| au'thor i zes | in'ti mates | ne ces'si ty |

**18.**

'Tis common proof,
That lowliness is young ambition's ladder,
Whereto the climber-upward turns his face;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend.

— Shakespeare.

| | | | |
|---|---|---|---|
| proof | low'li ness | am bi'tion | climb'er |
| at tains' | scorn'ing | de grees' | as cend' |

**19.** The ceremonies attending the coronation of an English king have certain symbolic values. The anointing is a Hebrew rite. The crowning by a priest is a survival of the early days of Christianity. There is also a political ceremonial which has been inherited from the time of feudalism.

| | | | |
|---|---|---|---|
| cor o na'tion | sym bol'ic | a noint'ing | He'brew |
| sur vi'val | Chris ti an'i ty | cer e mo'ni al | feu'dal ism |

**20.** A little consideration of what takes place around us would show us that a higher law than that of our will regulates events; that our painful labors are often unnecessary and fruitless; that only in our easy, simple, spontaneous action are we strong, and by contenting ourselves with obedience we become divine. — RALPH W. EMERSON.

| | | | |
|---|---|---|---|
| un nec'es sa ry | reg'u lates | pain'ful | fruit'less |
| spon ta'ne ous | our selves' | o be'di ence | |

**21.** Every year thousands of tourists go to Europe simply to rest and recuperate from excessive fatigue, or to visit the various springs that abound there. These waters, beneficial in many ways, serve as an antidote for dyspepsia, rheumatism, and some forms of neuralgia.

| | | |
|---|---|---|
| tour'ists | fa tigue' | dys pep'si a |
| re cu'per ate | ben e fi'cial | rheu'ma tism |
| ex cess'ive | an'ti dote | neur al'gi a |

**22.** If you should take a morning stroll in the vicinity of one of the world-renowned springs, you would probably meet dozens of patients walking most energetically, in order to rid themselves of superfluous weight. After drinking the unpalatable waters, they leave the sanitarium and walk miles in the bracing mountain air.

| | | |
|---|---|---|
| vi cin'i ty | en er get'ic al ly | un pal'a ta ble |
| re nowned' | su per'flu ous | san i ta'ri um |

**23.** Hark! 'tis the bluebird's venturous strain,
High in the old fringed elm at the gate;
Sweet-voiced, valiant on the swaying bough,
Alert, elate,
Dodging the fitful spits of snow,
New England's poet laureate,
Telling us spring has come again.

— Thomas Bailey Aldrich.

| | | | |
|---|---|---|---|
| ven'tur ous | fringed | val'iant | sway'ing |
| dodg'ing | fit'ful | lau're ate | |

**Language work.** Write the adjectives on this page, and check the nouns that are used as adjectives. Underline those that may be compared by using *er* and *est*.

**24.** Our work consists in taming, subduing, and evangelizing the evil self, and in restoring harmony with the good self. Salvation lies in abandoning the evil self in principle and in taking refuge with the other, the divine self, and making it into a less and less rebellious instrument of good.

— HENRI FREDERIC AMIEL.

| | | |
|---|---|---|
| ta'ming | e van'gel i zing | ref'uge |
| sub du'ing | sal va'tion | a ban'don ing |

**25.** Niagara Falls, on the boundary between Canada and New York, is one of the wonders of our continent, and is visited yearly by thousands of Americans and by many foreigners. An incessant flow of water pours over a precipice of a thousand feet in height, and rushes, with frightful impetus, into the river below.

| | | | |
|---|---|---|---|
| Ni ag'a ra | Can'a da | prec'i pice | bound'a ry |
| for'eign ers | im'pe tus | in ces'sant | |

**26.** Few who gaze in fascination upon this wonderful flow of water, know the romantic legend connected with these falls. The ceaseless roar of the cataract beggars all description, and so the superstitious Indians used to think that this sound was the voice of a mighty spirit which dwelt in the waters.

| | | |
|---|---|---|
| fas ci na'tion | beg'gars | ro man'tic |
| cat'a ract | leg'end | su per sti'tious |

**27.** Centuries ago primitive tribes offered a yearly sacrifice to the Spirit of Niagara. The sacrifice was a maiden who was sent over the precipice in a white canoe decorated with garlands of flowers. This martyrdom was an enviable honor for which all girls contended, each believing that when her body was consigned to the water, her spirit was received with special distinction in the "happy hunting ground."

| | | |
|---|---|---|
| prim'i tive | maid'en | gar'lands |
| con tend'ed | con signed' | dis tinc'tion |
| | en'vi a ble | |

**28.** The last sacrifice of which we have a reliable account was in 1679 when the beautiful daughter of the chieftain, Eagle Eye, was chosen. On the day when this incident occurred, the stalwart chieftain, suppressing all emotion, walked deliberately to the shore where every individual of his tribe had gathered, to watch the white canoe make its perilous journey.

| | | |
|---|---|---|
| re li'a ble | stal'wart | sup press'ing |
| per'il ous | in'ci dent | de lib'er ate ly |
| chief'tain | | in di vid'u al |

**Language work.** Learn what you can about the Indian School at Carlisle, Pennsylvania. Compare the Indians of 1679 with the graduates of this school.

**29.** Eagle Eye stood like a statue showing all the fortitude of his race, but at the critical moment, when the tiny canoe became unmanageable and destruction was imminent, a father's affection triumphed. The chieftain, hoping to avert the catastrophe, leaped into his own canoe and attempted to overtake his daughter, but they were both hurled to instant death. The Indians were disconsolate, but they were sustained by the thought that their dead lived as spirits, — he as the Ruler of the Cataract and she as the Maid of the Mist.

| | | | |
|---|---|---|---|
| for'ti tude | crit'ic al | im'mi nent | cat as'tro phe |
| dis con'so late | hurled | sus tained' | un man'age a ble |

**30.** The fancied land proved to be nothing but an evening cloud, and had vanished in the night. With dejected hearts the sailors once more resumed their western course, from which Columbus would never have varied, but in compliance with their clamorous wishes. The continued signs of land diverted the attention of the crews, and insensibly beguiled them onward.

— WASHINGTON IRVING.

| | | | |
|---|---|---|---|
| fan'cied | de ject'ed | re sumed' | va'ried |
| com pli'ance | di vert'ed | be guiled' | |

**Language work.** Use as a topic sentence: "A good surgeon must have an eagle's eye, a lion's heart, a lady's hand." Explain its meaning, in not more than 100 words.

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *ile* = belonging to; easily

hostile (hostis), belonging to an enemy; unfriendly.
juvenile (juvenis), belonging to youth; youthful.
fragile (frango, fractum), easily broken; frail.

II. *ion* = act of; state of being

expulsion (pello, pulsum), act of driving out forcibly.
corruption, state of being corrupt; destruction; depravity.
precision, state of being precise or correct; exactness.

III. *fy, ify* = to make

fortify (fortis), to make strong.
magnify (magnus), to make to appear larger.
beautify, to make beautiful.

IV. *ance, ancy, ence, ency* = state of being; ing

assistance (sisto), a standing to; help; aid.
constancy (sto), state of standing with; firmness; stability.
eloquence (loquor, locutus), a speaking out; lofty and fluent utterance.

V. *ary* = one who; place where; pertaining to

adversary (verto, versum), one who turns to another in anger; an enemy.
library (liber), place where books are kept.
pulmonary (pulmon), pertaining to the lungs.

VI. ***mony*** = state of being; thing that

matrimony (mater), state of being a mother; marriage.
acrimony (acris), state of being sharp; ill nature.
testimony (testis), the thing that is affirmed by a witness.

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. ***super, sur*** = above; over; upon

superfine, over fine; above what is fine.
supersede (sedeo, sessum), to sit above another; to displace.
survive (vivo, victum), to live over or after; to outlive.
survey (video, visum), to see or look upon; to view carefully.

II. ***per*** = through; thoroughly

perennial (annus), continuing through the year; unfailing.
perfect (facio, factum), made through or thoroughly; excellent.
perforate (foro, foratus), to make holes through.

III. ***bi, bis*** = two; twice

biped (pes, pedis), an animal having two feet.
bicycle (cyclus), a vehicle with two tandem wheels.
bisect (seco, sectum), to cut into two equal parts.

IV. *circum* = around or about

circumscribe (scribo, scriptum), to write around; to restrict.
circumspect (specio, spectum), looking around; cautious.
circumstance (sto, statum), a standing around; incident.

V. *mono* = one; alone

monologue (logo), that which is spoken by one person alone.
monogram (gramma), several letters written or woven into one.
monocle (oculus), an eyeglass for one eye.

VI. *pan* (*pant*, *panto*) = all

panacea (akos), a cure-all; a remedy supposed to cure all diseases.
Pan-American, pertaining to the whole of America, both North and South.
pantomime (mimos), imitating all; action without dialogue.

## STEMS

A stem is a foundation word to which prefixes and suffixes may be added. The most important stems used in our language are taken from the Latin and the Greek.

I. *ago*, *actum* = to act; to do; to move

agile, moving easily; quick.
agent, one who or that which acts for another.
transact, to act or to carry through; to do.
counteract, to act against; to hinder.

II. *manus* = the hand

manual, pertaining to the hand; a handbook.
manuscript (scribo, scriptum), something written by hand.
emancipate (capio, captum), to take the hand out; to set free.

III. *facio, factum* (*ficio, fectum*) = to make; to act

facile, easily made or done; yielding.
perfect, to make through; to complete.
benefactor, one who makes or does well; one who helps.

IV. *venio, ventum* = to come; to go

convene, to come together; to assemble.
prevent, to go before; to hinder.
intervene, to come between; to interfere for some end.

V. *verto, versum* = to turn

aversion, the state of turning away; dislike.
revert, to turn back; to return to a former position.
divert, to turn away; to amuse.

VI. *duco, ductum* = to lead; to bring

aqueduct, a pipe for leading water (especially for supplying a community) from a distance.
educate, to lead out; to instruct.
reduce, to bring down; to lower.

## SYNONYMS

I. Courage — Bravery

*Courage* — That quality of mind which meets danger calmly.

*Bravery* — The quality of being brave or heroic. *Courage* depends on reason; *bravery* depends on physical temperament. When a small force attacks one superior in numbers, the men show *bravery;* when to serve his cause a soldier goes into the camp of the enemy, he shows *courage.*

II. Ignorant — Illiterate

*Ignorant* — Destitute of education; unacquainted.

*Illiterate* — Having little or no book learning. An *illiterate* man is one who cannot read at all, or one who reads with difficulty.

III. Firmness — Constancy

*Firmness* — The quality of being resolute.

*Constancy* — Calm endurance and determination. *Firmness* refers to purpose or resolution; *constancy* refers to the affections. *Firmness* of character is necessary for success in life; *constancy* between friends has been the theme of many poets.

IV. Genuine — Authentic

*Genuine* — Having the character or origin represented.

*Authentic* — Entitled to belief; reliable. When a thing is *genuine* it has been produced by the reputed author; when a work is *authentic* it relates facts accurately. We speak of *genuine* art and *authentic* information.

V. Truth — Veracity

*Truth* — Conformity to fact.

*Veracity* — Habitual regard for the truth. *Truth* belongs most properly to the thing; and *veracity* to the person. One may credit the *truth* of a story, owing to the *veracity* of the narrator.

VI. Excuse — Pardon

*Excuse* — To free from blame.

*Pardon* — To remit the penalty of; to let pass, as a fault or sin, without resentment. We *excuse* a small fault; we *pardon* a great offense. We show good nature in *excusing;* we exercise generosity in *pardoning.*

VII. Conceal — Disguise

*Conceal* — To keep purposely from sight or discovery.

*Disguise* — To change the appearance so as to make recognition difficult. Caution only is requisite in *concealing;* labor and cunning are requisite in *disguising.* John tried to *conceal* the cake, by putting it behind him. John could not *disguise* the fact that he was telling an untruth.

VIII. Plentiful — Abundant

*Plentiful* — Sufficient for all needs.

*Abundant* — Affording an overflowing measure. We speak of a *plentiful* supply of food; and we speak of an *abundance* of riches, of words, of wit, of humor.

## EIGHTH YEAR — SECOND HALF

**1.** Sweet are the uses of adversity,
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head;
And this our life, exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything.

— WILLIAM SHAKESPEARE.

| | | |
|---|---|---|
| ad ver'si ty | ven'om ous | haunt |
| toad | ex empt' | ser'mons |

**2.** Hear the sledges with the bells — silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens seem to twinkle
With a crystalline delight.

— EDGAR A. POE.

| | | | |
|---|---|---|---|
| sledg'es | mel'o dy | mer'ri ment | o ver sprin'kle |
| fore tells' | tin'kle | crys'tal line | |

**3.** Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education. Justice to them, the safety of the Republic, the dignity of the elective franchise, all alike demand that the still remaining bonds of ignorance shall be unloosed, and the minds, as well as the bodies of the emancipated, go free.

— ROBERT C. WINTHROP.

| | | |
|---|---|---|
| a bol'ished | dig'ni ty | fran'chise |
| e man ci pa'tion | e lect'ive | un loosed' |

**4.** The pinnacle of success in business can only be reached by intense application. This concentration has done much for our supremacy in the mercantile world. Work, however, must be relieved by some form of diversion. Recreation, rightly indulged in, strengthens the power of endurance and increases the working capacity.

| | | | |
|---|---|---|---|
| pin'na cle | mer'can tile | in tense' | su prem'a cy |
| in dulged' | rec re a'tion | ca pac'i ty | con cen tra'tion |

**5.** Banks are an absolute necessity for the transaction of business. They offer an easy means of borrowing money, and of transferring it safely from place to place. They provide for the payment of merchandise by check, and forward remittances to correspondents with accuracy and despatch.

| | | |
|---|---|---|
| trans ac'tion | bor'row ing | trans fer'ring |
| re mit'tan ces | cor re spond'ents | des patch' |

**6.** In early times banks were simply benches in the market place for exchanging money. When a man became a debtor to the extent of being insolvent, his bench was broken; hence the word bankrupt, literally "broken bench." The greatest financial institution in the world is generally conceded to be the Bank of England.

| | | | |
|---|---|---|---|
| ex chang'ing | debt'or | in solv'ent | bank'rupt |
| lit'er al ly | fi nan'cial | in sti tu'tion | con ce'ded |

**7.** Formerly banks were used almost exclusively by capitalists, corporations, and business men. To-day many of their patrons are people in moderate circumstances, who find it more expedient to pay their bills by checks, properly indorsed, than to carry money about with them. Before opening an account these patrons must furnish satisfactory references.

| | | | |
|---|---|---|---|
| ex clu'sive ly | pa'trons | cor po ra'tions | cap'i tal ists |
| ex pe'di ent | in dorsed' | sat is fac'to ry | ref'er en ces |

**8.** The policy of the banks now is to have a large number of small accounts. By paying interest on daily balances, by transacting business with checks, bank drafts, and other negotiable paper, by discounting notes, and by various other accommodations the banks offer inducements that attract a great number of small depositors.

| | | |
|---|---|---|
| pol'i cy | bal'an ces | ne go'tia ble |
| de pos'i tors | in duce'ments | ac com mo da'tion |
| | dis'count ing | |

**9.** Whichever way we turn, we are confronted with a flooding life which clothes the wood as with a garment, constantly rewoven on invisible and inaudible looms. Winter is concealment, not absence of life; and the woods are as full of potential vitality when the snow covers them as when the summer sun strives in vain to penetrate the depths of their foliage.

— HAMILTON W. MABIE.

| | | |
|---|---|---|
| con front'ed | in au'di ble | vi tal'i ty |
| re wo'ven | po ten'tial | fo'li age |

**10.** The general character of the landscape in southern California is amply and truthfully denoted in the objects that fill the picture, as you make the journey toward the Mexican frontier. The mountains and the ocean, monitors of human insignificance and emblems of eternity, are here closely confronted; and however much the spirit of the spectacle may be modified by inferior adjuncts, the dominant note is sublimity.

— WILLIAM WINTER.

| | | |
|---|---|---|
| Cal i for'ni a | Mex'i can | in sig nif'i cance |
| em'blems | mod'i fied | ad'juncts |
| in fe'ri or | | dom'i nant |

**11.** Do you believe in fairies? If you do not, you should make a pilgrimage to Neverland in company with our beloved Barrie. He will weave a spell so magical about you, that you will renounce all criticism and take seriously the fantastic tales about that most mischievous elf — Peter Pan.

| | | | |
|---|---|---|---|
| pil'grim age | mag'ic al | re nounce' | crit'i cism |
| se'ri ous ly | fan tas'tic | mis'chie vous | |

**12.** Read the inimitable fairy tale, "Peter and Wendy," and follow the career of that eccentric being, Peter Pan — the boy who refused to grow up.

One night when Wendy and her two brothers were asleep in their nursery, there flew in through the open window an ethereal creature clad in green doublet and hose and accompanied by an uncanny, dancing, jingling spot of light.

| | | | |
|---|---|---|---|
| in im'i ta ble | ca reer' | nurs'er y | e the're al |
| doub'let | un can'ny | ec cen'tric | jin'gling |

**13.** The children were guarded by Nana, a wonderful nurse-dog, that never allowed anyone to molest her charges with impunity. Peter thought he had entered with the greatest secrecy, but Nana's instinct told her of some disturbance in the nursery, so she ran into the room as Peter escaped through the window. This amazing dog shut down the window on Peter's shadow. Peter shrieked, but his shadow was left behind.

| | | |
|---|---|---|
| im pu'ni ty | in'stinct | shrieked |
| se'cre cy | dis turb'ance | a maz'ing |

**14.** One night when no one anticipated his visit, Peter Pan, who had been loitering in the treetops, flew into the nursery in quest of his shadow. The children were delirious with joy, but as they watched Peter, they felt envious of him. He volunteered to teach them to fly, and they soon learned to imitate him. In the exhilaration of flying, they flew out of the window and were off to Neverland on the wings of the wind.

| | | |
|---|---|---|
| an tic'i pa ted | de lir'i ous | vol un teered' |
| loi'ter ing | en'vi ous | ex hil a ra'tion |

**15.** Peter Pan, Captain of the Lost Boys, concealed the children in the subterranean home where his band loved to dwell. You must, however, read the book for a graphic account of their adventures with the fairies, the pirates, and the redskins. All boys will love the part where the invincible Captain Hook was consigned to oblivion by a clever ruse of the audacious Peter Pan.

| | | |
|---|---|---|
| sub ter ra'ne an | pi'rates | au da'cious |
| graph'ic | in vin'ci ble | ob liv'i on |

**Language work.** Write the following words in a column and opposite each one write the word from which it is formed: amazing, nursery, delirious, envious, fairies, exhilaration, infamous.

**16.** J. M. Barrie was born in a small town in Scotland, and his charming books and plays portray with surpassing delicacy the humor and pathos of village life. "Sentimental Tommy" and "The Little Minister" are even better known than "Peter Pan."

In spite of his literary ability, Barrie is shy and reticent and hates to be interviewed. King George recently selected Barrie for high honor and made him a knight.

| | | |
|---|---|---|
| sur pass'ing | pa'thos | lit'er a ry |
| del'i ca cy | sen ti men'tal | ret'i cent |
| hu'mor | min'is ter | in'ter viewed |

**17.** At thirty, man suspects himself a fool;
Knows it at forty, and reforms his plan;
At fifty, chides his infamous delay,
Pushes his prudent purpose to resolve;
In all the magnanimity of thought
Resolves, and re-resolves; then dies the same.

— EDWARD YOUNG.

| | | | |
|---|---|---|---|
| re forms' | in'fa mous | pru'dent | chides |
| | mag na nim'i ty | | |

**Language work.** Make a list of the words on this page that illustrate the following rules for capitals:

Begin with capitals all proper names.

Begin with capitals the principal words in the titles of books.

Begin with a capital the first word of every line of poetry.

**18.** The proper procedure for amateurs who desire to excel in any race or contest is to visit a gymnasium every day, and to follow with scrupulous care every direction which is given to them. Candidates for athletic honors must eat nutritious food, and omit all alcoholic stimulants, which are so destructive of bodily tissue.

| | | |
|---|---|---|
| pro ce'dure | gym na'si um | can'di dates |
| am a teurs' | scru'pu lous | ath let'ic |
| nu tri'tious | | stim'u lants |

**19.** Bats fly about at sunset, hunting diligently for moths and other nocturnal insects which constitute their food. The body of the bat is like that of a mouse, but it has wings which bear some resemblance to an umbrella. In the fall, when their food supply becomes inadequate, bats disappear. Some migrate; some hide in hollow trees, or in other places affording satisfactory shelter.

| | | |
|---|---|---|
| dil'i gent ly | re sem'blance | mi'grate |
| noc tur'nal | um brel'la | in ad'e quate |

**Language work.** Write a composition on "Athletics for Boys and Girls" and cover some of the following topics:

Benefits of athletic training.

Dangers of athletic training.

Describe any gymnasium you have seen.

Describe the advantages derived from a gymnasium and a trained teacher.

Tell what boys and girls may accomplish without these aids.

**20.** Metaphysicians have had their attention turned a good deal of late to the automatic and involuntary actions of the mind. You forget a name, in conversation, — go on talking without making any effort to recall it, — and presently the mind evolves it by its own involuntary and unconscious action, while you were pursuing another train of thought, and the name rises of itself.

— Oliver W. Holmes.

met a phy si'cians  e volves'  in vol'un ta ry
au to mat'iç  un con'scious

**21.** "Irrigation in the Rocky Mountains has grown to an importance undreamed of by the pioneers. Wealthy companies have constructed dams in the rivers and carried out extensive irrigating ditches over the land they had already planned to cultivate. The United States government has begun a liberal plan of building dams and reservoirs for the storage of water from melting snows and spring floods."

ir ri ga'tion  con struct'ed  ex ten'sive
al read'y  cul'ti vate  res'er voirs
ditch'es

**Language work.** Make an alphabetical list of all the authors quoted in the Eighth Year of this book. Beside each name write the following facts: his country; date of birth; name of one work; state whether he wrote prose or poetry.

**22.** In western Nevada there is an irrigating dam built to retain, in a huge reservoir, the waters of the spring floods. A series of ditches distributes this water, in the most economical manner, to the land to be reclaimed. Thousands of acres of this land are sold to homesteaders for small farms, thereby converting arid places into fertile, populous towns.

ec o nom'ic al re claimed' con vert'ing there by'
home'stead ers ar'id pop'u lous

**23.** History must accord Lincoln a rare sagacity in guiding a great people through the perils of a mighty revolution; a skillful discernment and courageous seizure of the golden moment to free his nation from the incubus of slavery; faithful adherence to law, and conscientious moderation in the use of power.

— COLONEL J. G. NICOLAY.

sa gac'i ty guid'ing dis cern'ment in'cu bus
skill'ful sei'zure con sci en'tious ad her'ence

**24.** "Conservation of natural resources" is a phrase calculated to express foresight and restraint in the exploitation of the physical sources of natural wealth. This economy is exercised for the perpetuity of civilization and the welfare of present and future generations.

con ser va'tion re sour'ces cal'cu la ted re straint'
ex ploi ta'tion phys'ic al e con'o my per pe tu'i ty

**25.** The expression "natural resources" corresponds approximately to "land" and embraces the earth's surface with its forests and other vegetable crops; the vast treasury of mineral deposits within it; and also the waters on the earth's surface considered as an available means of transportation and an obvious source of food and power.

| | | | |
|---|---|---|---|
| ap prox'i mate ly | em bra'ces | treas'ur y | min'er al |
| trans por ta'tion | a vail'a ble | ob'vi ous | |

**26.** Sediment washed from the banks of the Mississippi River has formed a delta where the river empties into the gulf. This obstruction hampers navigation, so jetties have been built to confine the current by artificial means, and thus deepen the channel.

| | | | |
|---|---|---|---|
| sed'i ment | Mis sis sip'pi | del'ta | emp'ties |
| ob struc'tion | nav i ga'tion | jet'ties | ar ti fi'cial |

**27.** Shakespeare's youth fell in a time when the English people were importunate for dramatic entertainments. The court took offense easily at political allusions, and attempted to suppress them. The Puritans desired to suppress them, but the people wanted them. Inn yards, houses without roofs, and extemporaneous enclosures at country fairs, were the ready theaters of strolling players.

— Ralph W. Emerson.

| | | | |
|---|---|---|---|
| im por'tu nate | dra ma'tic | of fense' | po lit'ic al |
| ex tem po ra'ne ous | Pu'ri tans | al lu'sions | stroll'ing |

**28.** In some states when the legislature passes a law affecting a municipality, the bill must be submitted to the mayor of the city for his approval. If it is acceptable to the city authorities, the mayor signs it, and it then goes to the chief executive of the state. If, however, either the mayor or the governor vetoes a bill, the legislature must again take a ballot upon the question.

| | | |
|---|---|---|
| leg'is la ture | mu nic i pal'i ty | ap prov'al |
| may'or | bal'lot | ve'toes |

**29.** The man who adulterates food with death-dealing drugs, and then puts upon it a label guaranteeing its purity, is guilty of the most atrocious kind of hypocrisy and is an assassin, no less than the villain who strikes down his unsuspecting victim.

| | | | |
|---|---|---|---|
| a dul'ter ates | a tro'cious | vil'lain | guar an tee'ing |
| hyp oc'ri sy | as sas'sin | vic'tim | |

**30.** "If an uninterested spectator, after a careful perusal of the New Testament, were asked what he conceived to be its distinguishing characteristic, he would reply without hesitation, 'That wonderful spirit of philanthropy by which it is distinguished.' It is a perpetual commentary on that sublime aphorism — God is love."

| | | |
|---|---|---|
| pe ru'sal | con ceived' | com'men ta ry |
| tes'ta ment | phi lan'thro py | aph'o rism |

## SUFFIXES

A suffix is a word or syllable added to another word to modify its meaning.

I. *ate* = one who; to make; to give; having

potentate (posse), one who has power; a ruler.
facilitate (facilis), to make easy; to lessen labor.
fortunate (fortuna), having chance or fortune; lucky.

II. *age* = state of being; a collection of; an allowance for

bondage, state of being in bonds; captivity.
baggage, a collection of bags; luggage.
ferriage, an allowance for crossing a ferry.

III. *ise, ize* = to make

criticize, to make criticism; to pass judgment on.
advertise (verto, versum), to make people turn to; to commend to the public.
legalize, to make legal; to make lawful.

IV. *ee* = one who; one to whom

absentee, one who is absent.
assignee, one to whom property is intrusted; a trustee.
refugee (fugio, fugitum), one who flees to a refuge.

V. *ous, eous, ious* = full of; worthy of

perilous, full of perils; dangerous.
piteous, full of pity; mournful; worthy of pity.
curious (cura), full of care; inquisitive.

VI. *al* = like; pertaining to; befitting

magical, like magic; produced as if by unearthly power.
filial, relating to or befitting a son or daughter.
rural (rus), pertaining to the country; suited to the country.

## PREFIXES

A prefix is a word or syllable put before another word to modify its meaning.

I. *mis* = wrong; wrongly

misconduct, wrong conduct.
misjudge, to judge wrongly.
misgovern, to govern wrongly.

II. *trans* = across; beyond; through

transatlantic, across or beyond the Atlantic.
transfer (fero, latum), to bear across; to remove.
transparent (pareo, paritum), appearing through; clear.

III. *sub* (*suc, suf, sug, sup*) = under; after

subscribe (scribo, scriptum), to write under; to pledge.
succeed (cedo, cessum), to go under; to follow or come after.
support (porto, portatum), to carry under, to maintain.

IV. *auto* = self

automobile, a machine that moves by itself.
autobiography, the story of one's life written by himself.
autocrat (kratos), one who has strength by himself.

V. *dia* = through; across; between

diameter (metron), the measure through; a line through the center of a figure terminating at the boundary.
diagnosis (gignosko), knowing between; process of determining disease.
dialect (lego, lectum), speaking between; peculiar form of speech.

VI. *syn* (*sy*, *syl*, *sym*) = together; with

synopsis (opto, opsis), a view together; a summary.
system (hystemi), that which stands together; an orderly arrangement.
sympathy (pathos), a state of feeling with another; compassion.

## STEMS

A stem is a foundation word to which prefixes and suffixes may be added. The most important stems used in our language are taken from the Latin and the Greek.

I. *flecto, flexum* = to bend; to turn

inflexible, that cannot be bent; unyielding; firm.
reflect, to turn back; to think.
deflection, act of turning from the true course.

II. *cedo, cessum* = to go; to yield

intercede, to go between; to plead with another.
antecedent, going before; that which precedes.
excess, that which goes beyond; more than enough.

III. *frango, fractum* = to break

fraction, the state of being broken; a broken part.
fragile, easily broken.
infraction, the act of breaking; a violation.

IV. *jacio, jactum* (*jicio, jectum*) = to throw or cast

deject, to cast down; to depress.
ejaculate, to throw out; to utter abruptly.
interjection, that which is thrown between or among; an exclamation.

V. *mitto, missum* = to send

emit, to send out; to discharge or utter.
transmit, to send over; to transfer.
permission, act of sending through; consent.

VI. *specio* (*spicio*), *spectum* = to behold; to look

prospect, a looking forward; a view
respect, to look back; to treat with esteem.
conspicuous, full of looking together; noticeable.

## SYNONYMS

Synonyms are words of like significance in the main; with a large extent of ground which they occupy in common, but also something of their own, private and peculiar, which they do not share with one another.

From Trench's Lectures "On the Study of Words."

### I. Talent — Genius

*Talent* — Marked mental ability.

*Genius* — Great intellectual power, capable of operating independently of training. *Talent* is largely the capacity to learn or acquire; *genius* is higher than *talent* and more spontaneous; it is creative. One may have a *talent* for acquiring languages. Napoleon was a military *genius.*

### II. Contrivance — Device

*Contrivance* — Something invented or adapted for a special purpose.

*Device* — An instrument formed with intelligence and design. A *contrivance* serves to supply a deficiency; a *device* is employed to extricate from danger, to remove an evil or to forward a scheme. A boy might make a simple *contrivance* to keep the door from closing. Soldiers use many *devices* to deceive the enemy.

### III. Ridicule — Deride

*Ridicule* — To make fun of.

*Deride* — To treat with scorn, either by sneers or contemptuous laughter. One who *ridicules* a person or things

usually does so by words alone; one who *derides* another shows contempt by some action, as laughter. *Derision* is a stronger term than *ridicule* and always accompanied by decided personal feeling. One may *ridicule* wearing apparel or personal peculiarities. An audience may *deride* one who proves a poor actor.

IV. Defend — Protect

*Defend* — To shield from attack or violence.

*Protect* — To keep from harm, temptation, or any evil. Persons may *defend* others without distinction of rank; none but persons having power can *protect* others. A soldier *defends* his country; a prince *protects* his subjects. A fortress is *defended* by its guns and *protected* by its walls.

V. Difficult — Arduous

*Difficult* — Hard to do or be done.

*Arduous* — Involving great labor. That which is *difficult* may be conquered simply by great labor; but what is *arduous* cannot be effected without great mental power. It may be *difficult* to solve a problem. Great learning can only be won by *arduous* toil.

VI. Account — Narrative

*Account* — A record, as of facts or events.

*Narrative* — An orderly, continuous *account* of the particulars of an event or series of events. One may give an *account* of political events, domestic occurrences, etc.; a *narrative* is chiefly personal, respecting accidents or adven-

tures of individuals. One may give a detailed *account* of a fire or an accident. The soldier gave an interesting *narrative* of the events of the war.

VII. Acquire — Obtain

*Acquire* — To get by endeavor, practice, or purchase.

*Obtain* — To procure; to get. We *acquire* by our own efforts; we *obtain* by the efforts of others as well as ourselves. What we *acquire* usually comes by a slow building up; but things may be *obtained* by any means. One may *acquire* a language or a fortune; another may *obtain* a fortune by cheating his partner.

VIII. Economy — Frugality

*Economy* — Disposition to save.

*Frugality* — Sparing use of money or goods. *Economy* is a wise and careful use of means at one's disposal; *frugality* is a sparing use of money, food, etc., to a noticeable and often to a painful degree. A wise woman practices *economy* in the household. We may also speak of an *economy* of words. *Frugality* may be necessary, but if practiced for its own sake, it becomes miserliness.

## RULES FOR SPELLING

### Rule 1

The plural of nouns is regularly formed by adding *s* or *es* to the singular; as hill, hills; desk, desks; fish, fishes; peach, peaches.

### Rule 2

When a noun ends with *y* preceded by a *vowel*, the plural is formed by adding *s* in the regular way; as, boy, boys; chimney, chimneys; turkey, turkeys; valley, valleys.

### Rule 3

When a noun ends with *y* preceded by a *consonant*, the plural is formed by changing *y* to *i*, and adding *es*; as, liberty, liberties; family, families; history, histories; berry, berries.

### Rule 4

Most nouns ending in *f* or *fe* form the plural by adding *s* in the regular way; as, roof, roofs; grief, griefs; handkerchief, handkerchiefs; safe, safes.

### Rule 5

Some nouns ending in *f* or *fe* form the plural by changing *f* to *v* and adding *s* or *es*; as, life, lives; knife, knives; leaf, leaves; calf, calves; shelf, shelves.

RULE 6

When a noun ends in *o*, the plural is generally formed by adding *s*; as, piano, pianos; solo, solos; banjo, banjos; cuckoo, cuckoos.

RULE 7

Some nouns that end in *o* form the plural by adding *es*; as, potato, potatoes; mosquito, mosquitoes; cargo, cargoes; negro, negroes; tomato, tomatoes.

RULE 8

Most words ending in silent *e* drop the *e* before a suffix beginning with a *vowel;* as, move, moving; change, changing; notice, noticing; love, lovable; insure, insurance.

EXCEPTIONS TO RULE 8

| | | | |
|---|---|---|---|
| hoeing | dyeing | changeable | peaceable |
| shoeing | singeing | agreeable | manageable |
| seeing | tingeing | noticeable | serviceable |

RULE 9

Monosyllables and words accented on the last syllable, ending in a single *consonant* preceded by a single *vowel* double the final *consonant* before a suffix beginning with a *vowel;* as, begin, beginning; run, running; put, putting; shop, shopping; prefer, preferred.

Tell why the final *l*, *r*, and *t* are not doubled in the following words: reveal, revealed; limit, limited; slumber, slumbering; benefit, benefited.

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